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ABSTRACT

This module on effective communication is one of a series of modules designed to help teach students to become more self-sufficient in their personal and professional lives. This module contains teacher and student materials that are planned to help students become more relaxed, prepared, and confident when using written and verbal communications. Six units cover the following topics: (1) understanding communications; (2) improving communication; (3) using words correctly; (4) giving oral presentations; (5) planning written communication; and (6) writing letters and reports. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes, and are designed for use for more than one lesson or class period. (KC)

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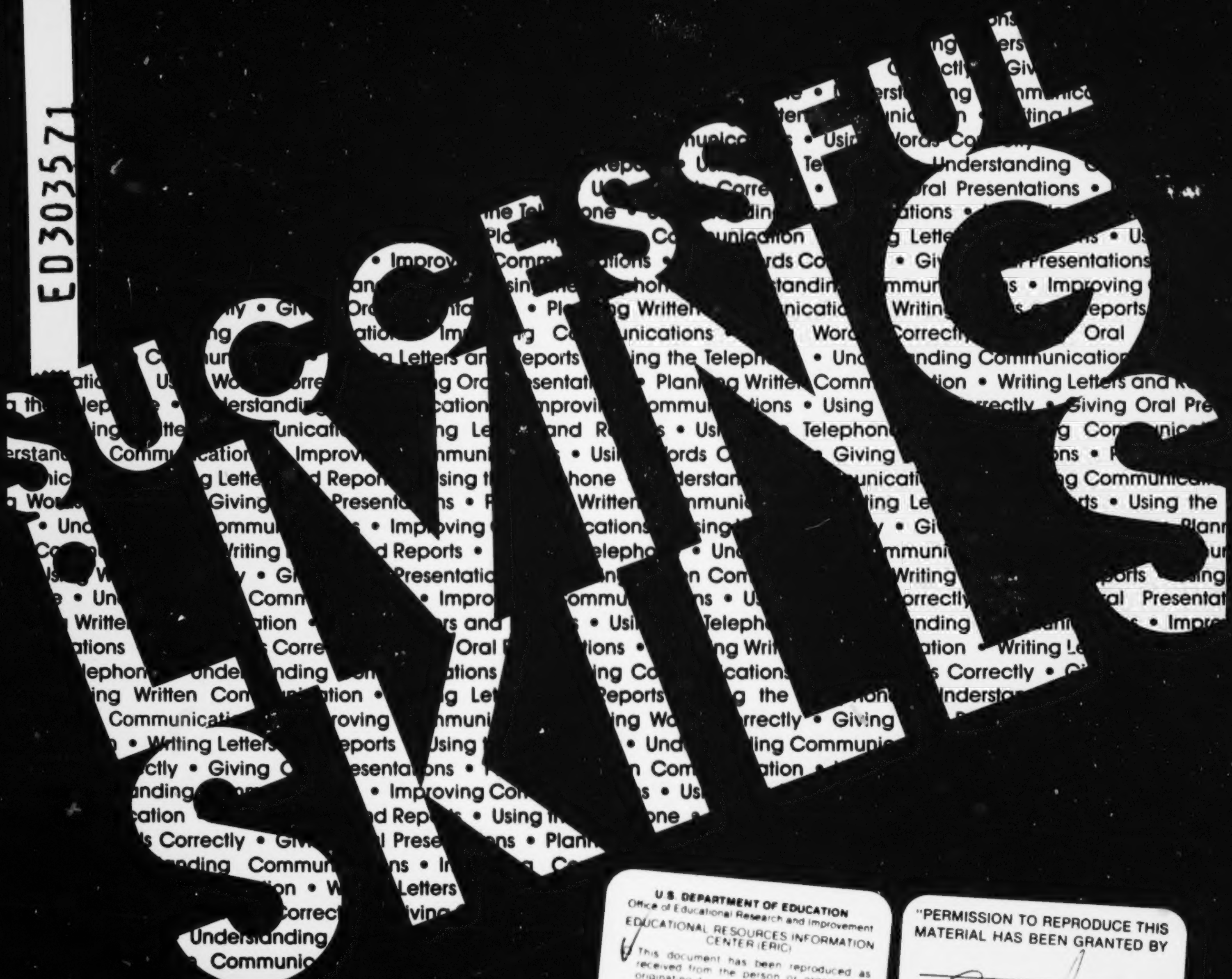
SUCCESSFUL LIVING SKILLS


Understanding Communication • Improving Communications • Using Words Correctly • Giving Oral Presentations • Planning Written Communication • Writing Letters and Reports • Using the Telephone

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EFFECTIVE COMMUNICATION

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EFFECTIVE COMMUNICATION

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Managing Personal Matters

Effective Employment Practices

Successful Study Habits

Successful Human Relations

Basic Automotive Responsibilities

Responsible Citizenship Practices

Basic Shelter Responsibilities

Development of Financial Skills

Successful Clothing Management

Effective Social Skills

Personal Health and Safety

Securing Information

Personal Meal Alternatives

ACKNOWLEDGEMENTS

The development of the *Successful Living Skills: Effective Communication* is credited to the staff of the Oklahoma State Department of Vocational and Technical Education (SDVTE) and various individuals.

A very special thanks goes out to the staff members of the Curriculum and Instructional Materials Center (CIMC). Sheila Stone, Coordinator of Curriculum Development, provided the support and encouragement necessary to successfully develop the series. Thanks also goes to John Friedemann, Instructional Materials Marketing Coordinator for the conception and support of the Successful Living Skills series.

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Linda Avant, Testing Specialist
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Phyllis Tarrant, Curriculum Development Specialist
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Keith Harp, Staff Development Specialist

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Terrell G. Ogilvie,
Technical Writer
Curriculum and Instructional
  Materials Center

FOREWORD

The Successful Living Skills series is intended to help people become more self-sufficient in their personal and professional lives. The series contains fourteen (14) modules ranging in subjects from Basic Automotive Responsibilities to Managing Personal Matters to Effective Employment Practices. Each module takes the student through the important areas within the subject matter to ensure a basic working knowledge.

The *Effective Communication* module will help the student become more relaxed, prepared, and confident when using written and verbal communications. In this module, the student will be presented with how to understand basic communication; how to improve communications; how to use words correctly; how to give better oral presentations; how to plan written communications; and how to write better letters and reports.

Dr. Roy Peters, Jr., Director
State Department of Vocational
and Technical Education

USE OF THIS PUBLICATION

Instructional Units

Effective Communication includes six instructional units. A standard format was established in 1970 for development of instructional materials for all Oklahoma vocational teachers. This format includes eight basic components that form a unit of instruction: performance, objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. Depending on specific objectives, there may or may not be transparency masters, assignment sheets, and job sheets included in the unit of instruction.

All of the unit components "zero in" on measurable and observable learning outcomes. Instructors are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help him or her determine the following

A. Amount of material that can be covered in each class period
B. Skills that must be demonstrated
    1. Supplies and equipment needed
    2. Amount of practice needed
    3. Amount of class time needed for demonstrations
C. Supplementary materials, such as pamphlets and filmstrips, that must be ordered
D. Resource people who must be contacted

Performance Objectives (white pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction; and specific objectives, stating the performance necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching/learning process, it is important that instructors and students have a common understanding of the intent of the objectives. Following is a list of performance terms, their meanings, and behavioral synonyms that may have been used in this material.

A. Name — The individual supplies a name for objects, events, or people

Behavioral synonyms: Label, list, letter, record, reiterate, repeat, write

B. Identify — The individual selects a named, described, or pictured object by pointing to it, touching it, picking it up, or selecting it

Behavioral synonyms: Select, mark, match, choose, judge

C. State a rule — The individual communicates a relationship or principle that could be used to solve problems or perform a task

D. Apply a rule — The individual supplies an answer to a problem by using a stated relationship or principle

Behavioral synonyms: Solve, calculate

E. Describe — The individual relates sufficient characteristics or properties of an object or event so that a second individual will be able to state what is being discussed

Behavioral synonyms: Define, discuss, interpret, recite, tell how, tell what happens when

F. Distinguish — The individual selects an object or event from two or more that are easily confused

Behavioral synonyms: Discriminate, differentiate

G. Order — The individual arranges three or more objects or events in a sequence based on a stated property

Behavioral synonyms: Arrange, sequence, list in order, classify, divide, isolate, sort

H. Construct — The individual makes a physical object, a verbal statement, or a drawing

(NOTE: *Construct* is used when the finished product or result is important.)

Behavioral synonyms: Draw, make, build, design, formulate, reproduce, transcribe, convert, put together, compile

I. Demonstrate — The individual performs several operations necessary to carry out a specified process

(NOTE: *Demonstrate* is used when it is desirable to watch the student perform a task, one of the highest levels of student performance.)

Behavioral synonyms: Show your work, show procedure, perform an experiment, perform the steps, operate, remove, replace, turn off/on, (dis)assemble, (dis)connect

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Prepare for each unit by deciding how each objective can best be taught.

The objective sheet may also be used as a quick pretest to determine prior knowledge of students and to determine whether further study or activities are necessary. Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When changes in objectives are made, the instructor should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested Activities (pink pages)

This component is included only in instructor material. The suggested activities page assists the instructor during the preparation stage of the teaching/learning process by providing suggestions for delivery and/or presentation during the instructional process. Read the suggested activities before teaching the units to allow time to obtain supplemental materials, prepare audio-visual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

The references that are listed are ones used in the development of each unit. They should be used by the instructor to supplement her or his knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Supplements (white pages)

Supplements are additional teaching aids that support portions of the Information Sheet. Supplements include such activities as games, puzzles and additional information (which is intended to be used as the instructor deems necessary.)

Supplements may be photo-copied for classroom use only.

Transparency Masters (white pages)

Transparency master provide information in a special way. Transparencies direct the class' attention to the topic of discussion. Transparencies may present new information, or they may reinforce information presented in the information sheet. They are particularly effective when identification is necessary. Make transparencies and place them in the notebook where they will be immediately available for use.

Information Sheet (green pages)

The information sheet provides "must know" content essential for meeting the cognitive (knowledge level) objectives of the unit. The information is written in a topical outline form and is keyed to the specific objectives.

Instructors will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. The information sheet may also be used for coordination activities and advisory committees.

Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and instructors to add notes that supplement, localize, personalize, or provide motivation for each unit.

Assignment Sheets (brown pages)

Assignment sheets give students a chance at problem solving, self-assessment, and/or practical experience with the information. They assist students in the application of knowledges that are necessary prerequisites to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided when appropriate and can be used by the student and/or instructor for checking student progress.

Job Sheets (blue pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure needed to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

Instructor should demonstrate to students the procedure outlined in each job sheet. Furthermore, the instructor needs to localize the job sheet according to the equipment and supplies available in the local lab or shop situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Tests (White pages)

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper/pencil and performance objectives must be evaluated.

The tests may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of questions from the units covered may be used for final tests at the end of each term if desired. If objectives have been added, deleted, or modified, be sure to make the changes on the test.

The acceptable response on a unit test, 85 percent in most units, may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each individual question. The final unit grade should be obtained by using the paper/pencil score along with evaluations of students demonstrations of the desired skills.

The tests are in the instructor's book only, but may be photo-copied for classroom use only.

Answers to Test and Assignment Sheets (pink pages)

These components are designed to assist the instructor in evaluation of student performances.

Teaching Methods

It is a challenge to keep students motivated. Supplement the objectives by providing the "why," personal experiences, and current information. Prepare for each unit by deciding how each objective can best be taught. Allow students to become involved in preparing and planning.

Corrections and Suggestions

The Curriculum and Instructional Materials Center wants to provide vocational instructors and students with materials that are accurate and effective. Although the Center strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected pages and to indicate the correction on the copy. You can then mail the information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, it is important that you notify the Center of necessary corrections as soon as possible after discovering the error. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

Curriculum and Instructional Materials Center
Oklahoma State Department of Vocational and
Technical Education
1500 W. Seventh Avenue
Stillwater, Oklahoma 74074

UNDERSTANDING COMMUNICATIONS
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to understand communication skills and how they work. The student will show this knowledge by completing the assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with understanding communications to their correct definitions.
2. List at least three purposes of communication.
3. Arrange in order levels of communication.
4. List five elements of communication.
5. Define two types of communication.
6. Distinguish between verbal and nonverbal communication techniques.
7. Distinguish between gestures that may promote positive and negative communications.
8. List at least four results of poor communication skills.
9. State at least three ways to overcome communication problems.
10. Select from a list constructive ways to argue.
11. Select from a list ways to generally improve communication.
12. List five causes of communication problems.
13. Discuss a procedure for introducing yourself.
14. Discuss a procedure for introducing others.
15. Discuss ways to acknowledge introductions.
16. Select from a list ways to carry on casual conversation.
17. Select from a list rules for using the telephone correctly.
18. Respond to statements about communication.

OBJECTIVE SHEET

19. Form opinions about communication's place in relationships.
20. Make a record of positive and negative communication signals.
21. Respond with "I" messages.
22. Rate personal communication skills.

UNDERSTANDING COMMUNICATIONS
UNIT I

SUGGESTED ACTIVITIES

I. Unit contents

  A. Objective sheet

  B. Suggested activities

    1. Supplements

      a. Supplement #1 — Listening Skills Activity

      b. Supplement #2 — How High Have You Climbed?

    2. Transparency masters

      a. TM #1 — Two-Way Conversation

      b. TM #2 — Feedback

      c. TM #3 — Empathy

      d. TM #4 — Communicating

  C. Information sheet

  D. Assignment sheets

    1. Assignment Sheet #1 — Respond to Statements About Communication

    2. Assignment Sheet #2 — Form Opinions About Communication's Place in Relationships

    3. Assignment Sheet #3 — Make a Record of Positive and Negative Communication Signals

    4. Assignment Sheet #4 — Respond with "I" Messages

    5. Assignment Sheet #5 — Rate Personal Communication skills

  E. Answers to assignment sheets

  F. Test

  G. Answers to test

II. Instructor's guide

  A. Review unit and plan presentation.

SUGGESTED ACTIVITIES

B. Order materials to supplement unit.

1. Books

    a. Calero, Henry H., and Gerald I. Nierenberg. *Meta-Talk*. New York: Cornerstone Library, 1981.

    b. Faber, Adele, and Elaine Mazlish. *How to Talk So Kids Will Listen, and Listen So Kids Will Talk*. New York: Avon Books, 1982.

    c. Fast, Julius. *Body Language*. New York: Pocket Books, Inc., 1984.

C. Introduce unit.

- Ask students to discuss a problem in communication that they can remember experiencing at work, school, or in their home. Have them indicate who was involved (anonymously), what the subject was, what the problem was, and how it was resolved.

D. Discuss unit and specific objectives.

E. Discuss information and assignment sheets.

1. Use Information Sheet, Section I, to match terms and definitions associated with understanding communications.

    - Use Assignment Sheet #1 to respond to statements about communication. Have students complete their sheets in class, then discuss their responses together.

    - Display Transparency #1 and discuss.

2. Use Information Sheet, Section II, to list at least three purposes of communication.

    - Display Transparency #2 and discuss.

    - Have students think back to conversations they had or heard in the past 24 hours. Were the primary purposes of the conversations to furnish knowledge, to provide information, or to be social?

3. Use Information Sheet, Section III, to arrange in order levels of communication.

    - Hand out Supplement #2 and discuss. Ask students to write for 15 minutes on whether or not they agree with the levels designated in Supplement #2. Have a few individuals then read and defend their opinions. Stress that they base their opinions on factual experiences.

SUGGESTED ACTIVITIES

- Ask students to remember again the conversations discussed in Section II. Did people seem to be actually telling about themselves in their conversation? How much was small talk, role playing, seeking to impress, or saying what the person felt ought to be said? On what level was most of the talk? Have students give examples of what they heard.

- Display Transparency #3 and discuss the role empathy plays in building the fifth communication level.

- Use Assignment Sheet #2 to form opinions about communication's place in relationships. Have students complete their sheets in class, then discuss their responses together.

4. Use Information Sheet, Section IV, to list five elements of communication.

    - Write list of elements on chalkboard and give students time to think on their own about how each element contributes to communication. Have them write down their reactions, then review them together in class. (Object here is to promote students' thinking, not to lecture.)

5. Use Information Sheet, Section V, to define two types of communication.

    - Have students recall messages of each type that they have received. Write one or two examples on chalkboard, noting in detail which words or phrases were negative-sounding and why. Do the same exercise with positive examples. Have students discuss when each type of communication is appropriate.

6. Use Information Sheet, Section VI, to distinguish between verbal and nonverbal communication techniques.

    - Have students brainstorm for five minutes together, supplying for chalkboard names of emotions they can remember feeling in the past week. Once you have a list of approximately 25 different emotions, ask students to copy the list, then check the emotions they have actually expressed in the past week. Discuss why an emotion can be felt but not sometimes expressed, and the effects of that. Encourage students to describe the situations causing their various emotions.

      (NOTE: This discussion may work better in small groups of two or three.)

7. Use Information Sheet, Section VII, to distinguish between gestures that may promote positive and negative communication.

    - Using the same list from Section VI, discuss how each emotion may be expressed nonverbally. For example, if you say someone appears angry, how do you know? What do they do that indicates anger? Have students brainstorm to compile a list of positive and negative gestures. (Use the list from Section VII as only a back-up to their list.) Use Assignment Sheet #3 to make a record of positive and negative communication signals.

SUGGESTED ACTIVITIES

8. Use Information Sheet, Section VIII, to list at least four results of poor communication skills.
   - Have students add to the given list, based on their own experiences.
9. Use Information Sheet, Section IX, to state at least three ways to overcome communication problems.
   - Have students add to the given list, based on their own experiences.
10. Use Information Sheet, Section X, to select from a list constructive ways to argue.
    - Use Assignment Sheet #4 to learn to respond to "I" messages.
11. Use Information Sheet, Section XI, to select from a list ways to generally improve communication.
    - Use Assignment Sheet #5 to rate personal communication skills.
12. Use Information Sheet, Section XII, to list five causes of communication problems.
13. Use Information Sheet, Section XIII, to discuss a procedure for introducing yourself.
14. Use Information Sheet, Section XIV, to discuss a procedure for introducing others.
15. Use Information Sheet, Section XV, to discuss ways to acknowledge introductions.
    - Have students rehearse the last three procedures, working in groups of two or three, then expanding the groups and continuing the rehearsal.
    - Ask students to note how often they use introductions in the next few weeks, recording the details for class discussion.
16. Use Information Sheet, Section XVI, to select from a list ways to carry on casual conversation.
    - Have students develop their own list. brainstorming as a class.
17. Use Information Sheet, Section XVII, to select from a list rules for using the telephone correctly.
    - After class review of list, have pairs of students enact simple 2-5-minute telephone conversations, using the rules learned in class. Have the class observe the conversations and critique them afterwards.

SUGGESTED ACTIVITIES

F. Give test.

G. Critique test and discuss in class.

H. Reteach and retest as necessary.

III. Unit references

A. Matthews, Wayne. *Decisions, Communication and Conflict.* Oklahoma State University Extension Facts, No. T2217. Stillwater, Oklahoma: Oklahoma State University, 1983.

B. Sasse, Connie R. *Person to Person*, rev. ed., Peoria, Illinois: Chas. A. Bennett Co., Inc., 1981.

C. Satir, Virginia M. *Peoplemaking.* Palo Alto, California: Science and Behavior Books, Inc., 1972.

UNDERSTANDING COMMUNICATIONS
UNIT I

SUPPLEMENT #1 — LISTENING SKILLS ACTIVITY

A. Divide students into two groups.

B. Have one small group form an inner circle with the second group becoming an outer circle.

C. Ask students in the inner circle to discuss examples from their experiences of when "actions spoke louder than words."

D. While the inner group is discussing, have the outer group observe the listening skills of inner-circle members.

E. Using the following listening scale, have outer-circle members rate at least three inner-circle members. (This rating can be done by name or anonymously, depending on your evaluation of the group's maturity.)

Rating

1 — Does not listen to speaker; is absorbed in thoughts of own

2 — Contributes to discussion, but gives no indication of having heard others' comments

3 — Sends nonverbal messages, such as eye contact or a head nod, to show that what was being said was being heard

4 — Accurately refers to other speaker's comments in making statements of own

5 — Shows by comments that he or she understands the feelings behind others' comments; responds without judging the others

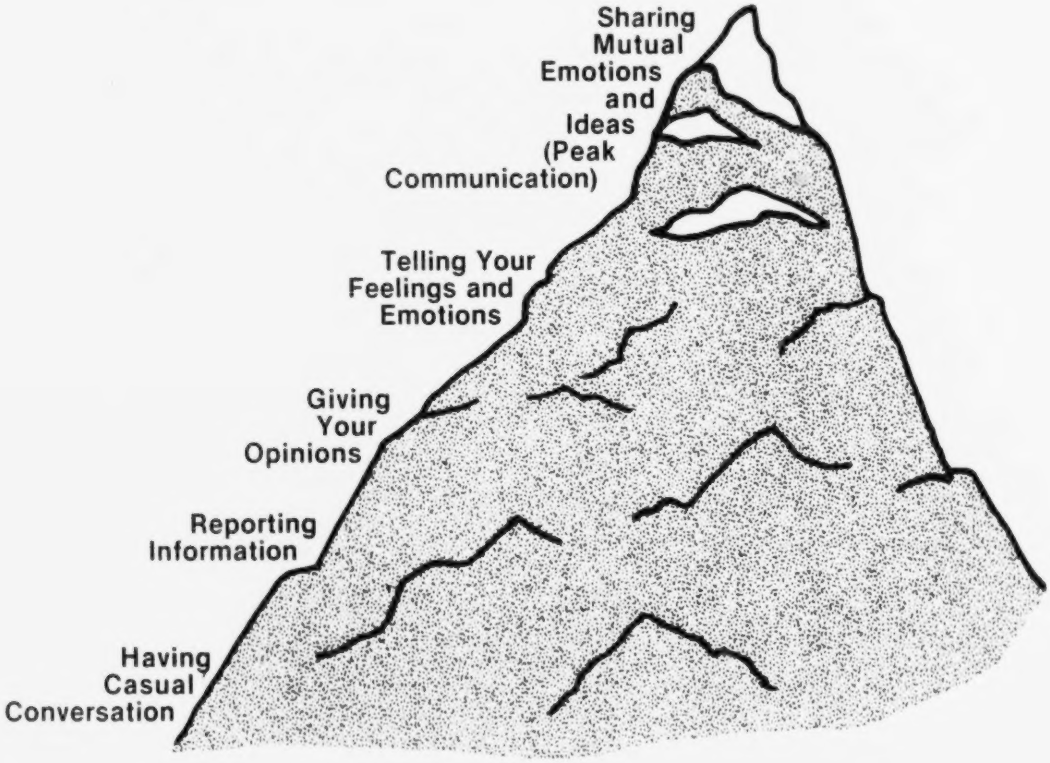
F. After a few minutes, have the groups exchange roles: the new outer circle will rate the new inner circle.

G. After the ratings have been completed, discuss the students' experiences. Did they rate each other as good or as poor listeners? Why did they rate the others as they did? How would they rate themselves on the above scale?

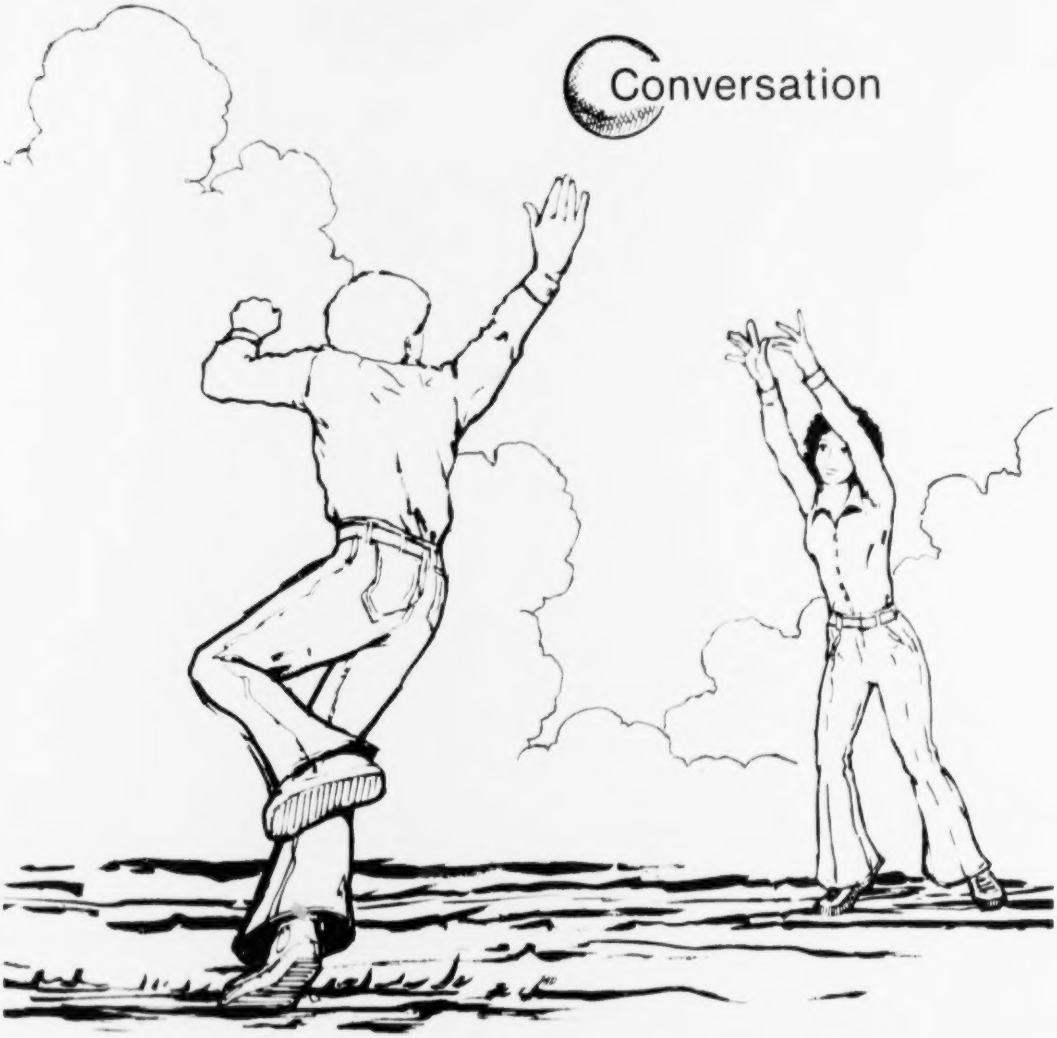
UNDERSTANDING COMMUNICATIONS
UNIT I

SUPPLEMENT #2 — HOW HIGH HAVE YOU CLIMBED?

How High Have You Climbed?

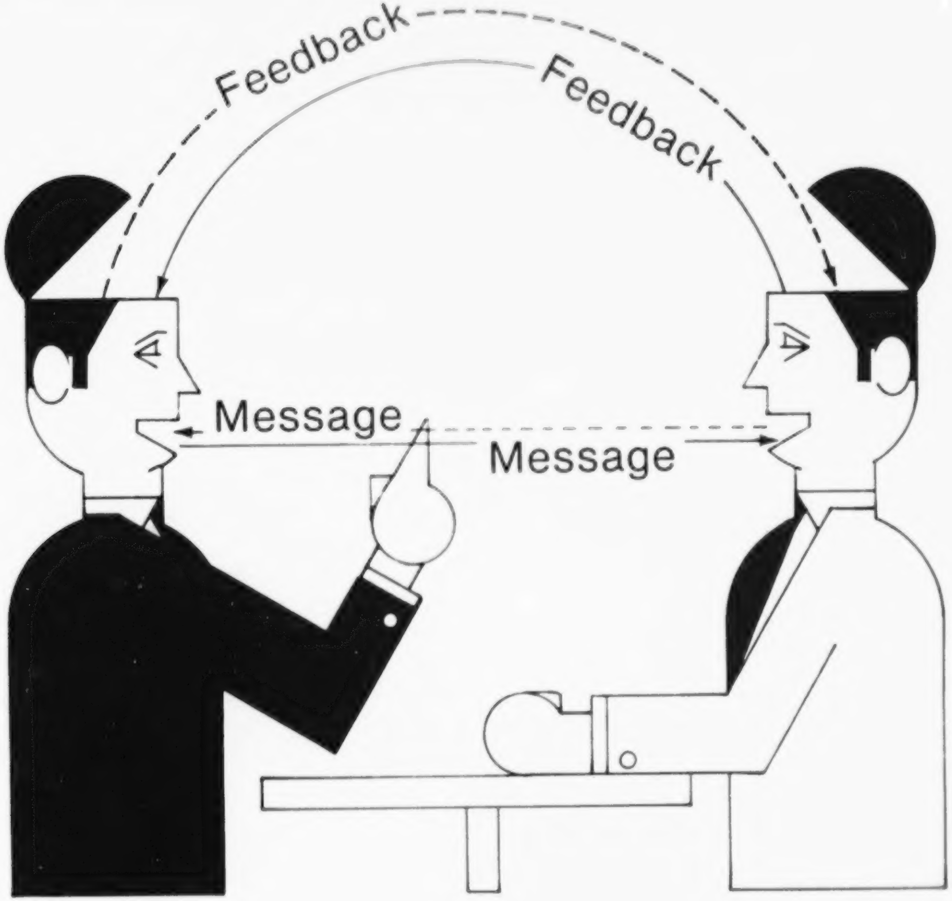

Sharing Mutual Emotions and Ideas (Peak Communication)
Telling Your Feelings and Emotions
Giving Your Opinions
Reporting Information
Having Casual Conversation

Two-Way Conversation


Conversation

Conversation is like a ball,
it must be tossed back and forth.

Feedback


Feedback
Feedback
Message
Message

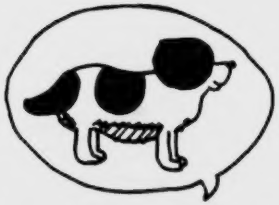
Empathy

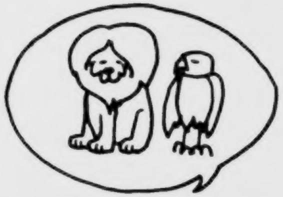
Don't criticize a man until you

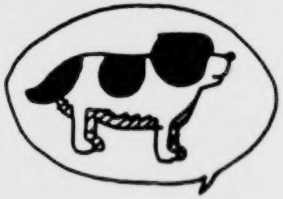
have walked a day in his mocassins.

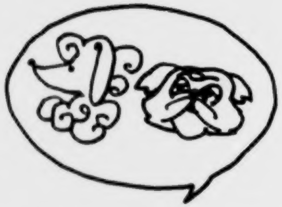
An Indian Proverb

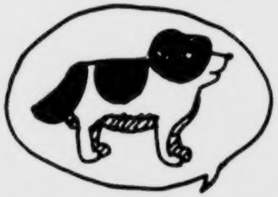
Communicating

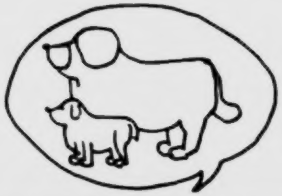

"I have a pet at home."

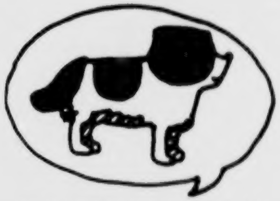

"Oh, what kind of a pet?"

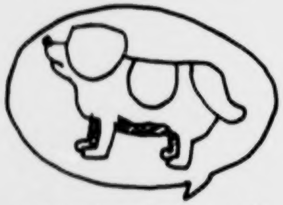

"It is a dog."

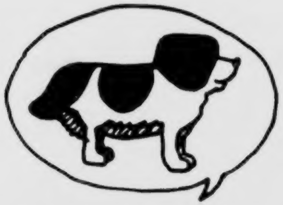

"What kind of a dog?"

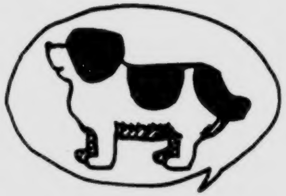

"It is a St. Bernard."


"Grown up or a puppy?"


"It is full grown."


"What color is it?"


"It is brown and white."


"Why didn't you say you had a full grown brown and white St. Bernard as a pet in the first place?"

"Why doesn't anybody understand me?"

Do not assume that everyone understands common words.

UNDERSTANDING COMMUNICATIONS
UNIT I

INFORMATION SHEET

I. Terms and definitions associated with understanding communications

   A. Communication — Exchange of thoughts, feelings, and information by verbal and nonverbal messages

   B. Assertive — Characterized by confident behavior

   C. Gossip — Second-to-lowest communication level; relating personal and sensational facts or rumors

   D. Controversial — Promoting mixed opinions

   E. Socialization — To fit into a particular group

   F. Prejudice — Irrational opinion directed against something or someone

   G. Clichés — Trite expressions or ideas

   H. Jargon — Technical language of a particular group

   I. Colloquialism — Local or regional dialect

   J. Facilitate — To make something easier

   K. Values — Principles or beliefs

   L. Intimacy — The state of being closely associated emotionally

II. Purposes of communication

   A. Furnishing knowledge

   B. Building relationships

   C. Exchanging information

   D. Being social

   E. Solving problems

   F. Making known personal needs and wants

III. Levels of communication

   A. Having casual conversation

   EXAMPLE: Eric calls, "Good morning! How are you?" Lora responds, "I'm fine."

   (NOTE: At this lowest communication level, there is no sharing of self. The conversation is based on what is called *small talk*.)

INFORMATION SHEET

B. Reporting information

EXAMPLE: Alicia announces to her family that Jim and Cindy are getting married.

(NOTE: At this second communication level, people do not share their ideas or feelings about events, but simply report them. Much of what is called *gossip* comes from this level.)

C. Giving your opinions

EXAMPLE: As John and Jane walk out of a business meeting, John remarks, "I think Mr. Skinner should give the sales assignments earlier this week. That way there will be enough time to ask questions about any problems that we may have."

Jane replies, "Well, I'm sure he thinks we're all smart enough to be able to figure them out."

(John takes her comment as rejection and quickly changes the subject.)

(NOTE: At this third communication level, one person tells his/her thoughts. As the example shows, this can lead to misunderstanding.)

D. Telling your feelings and emotions

EXAMPLE: Jean announces to her friends at work that she is leaving for a new job in another state. She tells her friends of her feelings of anticipation, and also her fear of a new lifestyle.

(NOTE: At this fourth communication level, one person tells his/her feelings. Such an action can allow others to know you better, and provide the first step toward reaching emotional intimacy.)

E. Sharing emotions and ideas

EXAMPLE: Bill and Jeanne spend their day doing yard work. After their work day ends, they go for a leisurely walk at the lakeshore. As they pause to watch the sunset, they begin to talk about their satisfaction with their work, their pleasure at the lake's beauty, and their joy at being together.

(NOTE: This highest, or fifth, level of communication is called *peak communication*. At this level, there is emotional and intellectual intimacy based on mutual openness and honesty.)

IV. Five elements of communication

A. Your own body

(NOTE: The body provides movement, form, shape, and thought in communication.)

INFORMATION SHEET

B. Your values

C. Your expectations

D. Your speaking ability

E. Your listening and reading ability

V. Two types of communication

A. Destructive — Messages that make people feel judged, guilty, or unworthy

EXAMPLE: "Your overall test score was extremely low. Even the parts that you scored high on are not enough to bring your grade up to passing."

B. Constructive — Messages that make people feel worthwhile

EXAMPLE: "Although the overall score is low, you did score high on part of the test. Maybe I can go over your test with you tomorrow, when we both have more time to give to it."

Communication techniques

A. Verbal communication

1. Speaking

a. Use open-ended comments or questions. Use bridging or transitional phrases that encourage people to continue speaking

EXAMPLES: "And what did you do then?"

"You were saying that . . ."

b. Reflecting or repeating. Restating part of a person's statement in the form of a question; exploring underlying feelings

EXAMPLES: *Student*: I feel great.

Teacher: You're great?

Student: Yes, I just feel so happy.

Teacher: Tell me about it.

c. Sharing observations — Commenting on someone's actions

EXAMPLE: The teacher notices that the student is crying. Instead of automatically deciding why, the teacher says, "You're crying. Is something wrong?"

INFORMATION SHEET

2. Writing

(NOTE: Write your communications to allow yourself more time to reflect and judge audience reaction.)

3. Listening, reading

(NOTE: Pay as much attention to other's communications as you do to your own. Be sure you understand them before responding orally or in writing.)

B. Nonverbal communication

1. Tone of voice

2. Silences

3. Body language (gestures, touch, movement)

VII. Gestures that may promote positive and negative communication

A. Positive

1. Open palm

2. Head held high

3. Arms swinging freely

4. Coat unbuttoned

5. Shoulders upright

6. Smiling

B. Negative

1. Nervous or fearful gestures

EXAMPLES: Chewing on lip; nail-biting; cracking knuckles; tugging at hair, collar, beard, or mustache; blinking; scratching; clearing throat; avoiding eye contact; chain-smoking; slumping shoulders; drooping head

2. Aggressive or hostile gestures

EXAMPLES: Closed fist; stabbing air with finger; sharp intake of breath; fixed stare; hands on hips; pouting; frowning; raised eyebrows; arms folded tightly on chest; tight constriction of mouth; clenched teeth

INFORMATION SHEET

VIII. Results of poor communication skills

(NOTE: Most of these examples reflect *passive aggression*. When unhappy people avoid direct confrontation with the source of their unhappiness, they may subconsciously punish themselves through self-destructive actions.)

A. Overindulgence

EXAMPLES: Overeating, shopping, drinking, drugs, gambling

B. Silence

EXAMPLES: Withdrawal, self-absorption

C. Dejection

(NOTE: When dejection becomes chronic, it becomes the medical disorder known as *depression*.)

D. Physical illness

(NOTE: Some illnesses may be related to or aggravated by emotional stress, such as that caused by unexpressed anger.)

E. Gossip

EXAMPLE: Instead of telling a partner that you are angry about something he or she did, you tell others.

IX. Ways to overcome communication problems

A. Acknowledge the existence of a problem

(NOTE: When one partner is unwilling to admit that there is a problem, communication is difficult.)

B. Set up an appropriate time and place for your discussion

(NOTE: There needs to be uninterrupted privacy and enough time for a thorough discussion.)

C. Consider each person's response pattern

(NOTE: One person's method of response to a statement may be completely different from another person's method.)

D. Arrive at a mutual diagnosis of and solution for the problem

(NOTE: Both partners must agree as to what should be done to solve the communication problem.)

INFORMATION SHEET

X. Constructive ways to argue

(NOTE: It is important to acknowledge that arguments are a reality. Effective use of argument can prevent destructive conflicts.)

A. Be sure that you understand the other person's point of view

B. Look for all possible points of agreement

C. Be sure that what you are in conflict about is worth discussing

(NOTE: It is possible to win an argument and lose a friendship.)

D. Avoid all forms of negative pressure tactics

EXAMPLES: Shouting the other person down, using force or striking the other person, being completely silent and denying the other person the satisfaction of a decent reply, withholding one's physical love

E. Consider alternatives suggested in argument

F. Be optimistic about reaching a resolution

(NOTE: Few arguments are so important that they demand an immediate and complete solution on the spot. Many arguments at night are combined with fatigue and the emotional stresses of the day.)

XI. Ways to generally improve communication

A. Use "I" messages rather than "you" messages

(NOTE: "I" messages make the communicator responsible for the feeling being stated. "You" messages are usually used to criticize or transfer the blame to others.)

B. Choose an appropriate time for communicating

(NOTE: Interruptions can seriously damage the outcome of discussions.)

C. Indicate your honest wish to talk

D. Maintain a pleasant tone of voice

E. Avoid critical or sarcastic remarks

F. Use questions wisely

EXAMPLES: To help establish common interest; to see if the listener is understanding what is being said

(NOTE: The latter type of questioning promotes *feedback*.) (Transparency #2)

INFORMATION SHEET

- G. Think before responding to a question
- H. Show respect for the listener

  (NOTE: Talk on the other person's level. Use a vocabulary the listener understands.)

- I. Use gestures wisely
- J. Maintain eye contact
- K. Build trust

XII. Causes of communication problems

- A. Failure to see a person as an individual

  (NOTE: Value judgment, stereotyping, and prejudice prevent one from seeing another person as he or she really is.)

  EXAMPLES: "All (Irish, Italian, Jewish, Indian, Baptist) students behave in certain ways."

  "All nurses are needle-happy."

- B. Failure to listen

  (NOTE: Failure to listen causes a breakdown in communication. The listener fails to hear the real message or the essence of what the other person is saying if the listener is preoccupied with preparing a reply.)

- C. Use of clichés, automatic responses, colloquialisms, and jargon

  EXAMPLES: "Everything will be fine."

  "Have a nice day."

  "You know?" (As an ending to sentences.)

  "Not to worry."

  (NOTE: These methods of communicating may be used to avoid interaction with people.)

- D. Interruptions

  (NOTE: Interruptions give the speaker the impression that the listener is in a hurry or that what the speaker is saying is not important.)

INFORMATION SHEET

E. Failure to clarify comments

(NOTE: Neglecting to clarify comments often leads to misunderstanding. Asking questions may clarify the meaning of a comment.)

F. Use of limited vocabulary

(NOTE: Giving an example, or clarifying what the speaker has said helps define terms and leads to understanding.)

G. False assumptions

(NOTE: Acting on a false assumption can cause misunderstanding or can prevent one person from getting to know another person more intimately.)

H. Unawareness of how others perceive us

EXAMPLE: Some people have no idea what their tone of voice communicates to others.

I. Lack of self-confidence

(NOTE: Fear of rejection or ridicule prevents some people from communicating with others.)

J. Childhood teachings

(NOTE: In some cases, people are taught from childhood not to express certain feelings and impulses. Some people are prohibited from crying, getting angry, discussing sex, and sometimes from showing love.)

XIII. Introducing yourself

A. Respond promptly to other person

B. Give first and last names or name you prefer to be called

C. State names slowly and distinctly

D. Complete introduction by giving some information about yourself so new acquaintances can talk easily with you and remember you

EXAMPLES: "I'm Lisa Smith, a student from Kokamo High School."

"I'm Sam Adams, and I've been assigned to work in this section this afternoon."

E. Repeat names during the introduction and conversation so you and your listener can remember them

INFORMATION SHEET

F. Watch for clues that a person does not remember your name after introductions, and willingly supply it

G. Give clues to help someone remember previous introductions if a person looks blank about meeting you before

EXAMPLE: "I'm Frank Nelson. We met at the Patton's party."

(NOTE: Never use the "You don't remember me, do you?" trick.)

XIV. Introducing others

(NOTE: The person receiving more respect should have her/his name mentioned first.)

A. Introduce men to women

EXAMPLE: "Ms. Schwartz, this is my father. Ms. Schwartz is my supervisor, Dad."

B. Introduce younger people to other people

EXAMPLE: "Uncle Barry, I'd like to introduce you to Barbara Bronsen. My uncle, Mr. Barry Rich, Barbara. Barbara is the bookkeeper where I work, Uncle Barry."

C. Introduce subordinates to superiors

EXAMPLE: "Ms. Green, I'd like to present to you Mr. Thompson who started to work in our department yesterday. Mr. Thompson, this is Ms. Green, head of finance."

D. Introduce all others in any order

E. Give some additional information about the persons introduced to get a conversation started

F. Do not say, "This is my friend," for it suggests that the other person is not a friend

G. Repeat names slowly and distinctly during the introduction and conversation so they may be remembered correctly

H. Be sure to introduce all people in a small conversation group whenever a new person joins the group

(NOTE: If you do not know the names of all the people in the conversation group, allow them to introduce themselves, confess you don't remember the names, or tell something about the persons, such as their position or title. The other persons in the group should take the hint and introduce themselves.)

INFORMATION SHEET

XV. Acknowledging introductions

A. Say "How do you do?" followed by an informal, positive comment

EXAMPLE: "How do you do, Allen. Mr. Bridges has told me how much you helped him in the project."

B. Shake hands as a common courtesy

(NOTE: Two shakes of the hands should be adequate. Then release the hands. Be sure to hold the palm of the hand and not the fingers.)

C. Remember names by forming a mental picture associated with the person's name or features

(NOTE: Be sure to repeat the person's name when you first acknowledge the introduction. This will help store it in your memory as well as provide a chance to check if you heard correctly.)

D. Quickly correct any errors given in an introduction, such as wrong pronunciations, etc.

(NOTE: If you must correct anyone, do so casually and with good humor.)

E. Admit not remembering names when someone tries the "Remember me?" tactic, and tell what you do remember.

EXAMPLE: "I'm sorry, I don't remember your name, but I do know you were in my English class last semester."

XVI. Carrying on casual conversation

A. Ask questions to discover other person's interests

B. Avoid controversial subjects, such as religion and politics

C. Avoid repeating annoying words and phrases

D. Do not monopolize the conversation

E. Be a good listener

F. Ask questions that require more than a "yes" or "no" answer, to get a conversation started

G. Do not call an older person by his/her first name unless given permission to do so

(NOTE: Use the person's professional title if he/she has one. If not, use "Mr." for men, "Ms." for women.)

INFORMATION SHEET

H. Follow single-word answers like "yes" and "no" with the person's name and a simple statement to avoid sounding curt

EXAMPLE: "No, I don't care much for fishing, Ted," instead of just "No."

I. Use friendly phrases, such as "Good morning," automatically and cheerfully

J. Avoid gesturing too much while talking

XVII. Using the telephone correctly

(NOTE: You represent only yourself during a private telephone call. You represent an entire business on a company telephone.)

A. Answer promptly

(NOTE: Allow the telephone to ring ten times or for one minute before you hang up.)

B. Use a pleasant voice

1. Visualize the person on the other end of the line
2. Smile as you talk

C. Identify yourself

(NOTE: On a business telephone, never start talking without identifying yourself. Ask your supervisor for the preferred way to answer the telephone at your place of employment.)

EXAMPLES: "Four Seasons' Nursing Center, Ms. Flowers."

"Laundry Room. This is Mr. Turner."

"This is Frank Turner."

(NOTE: Avoid using "speaking" after your name, to prevent confusing your listeners.)

(NOTE: On a home telephone, only say "Hello" or "Smith's residence." Be cautious about giving definite information to strangers.)

D. Use the caller's name often

E. Speak distinctly into the receiver, holding it about an inch from your mouth

F. Be friendly

1. Say, "May I ask who is calling, please?" if caller does not identify self

INFORMATION SHEET

2. Ask "Will you hold or shall I call you back?" when you must leave the line to get information
3. Check back frequently to assure the caller that he/she has not been forgotten if they are on hold
4. Courteously resume the call after putting it on hold

   EXAMPLE: "Ms. Smith? Thank you for waiting."
5. Apologize for errors or delays

G. Use correct method when leaving telephone unattended
   1. Press the hold button to cut out noisy distractions
   2. Lay the receiver flat if the telephone does not have a hold button
   3. Lay the receiver against the side of a wall telephone

H. Tell the caller why a call is being transferred

   EXAMPLE: "Let me transfer you to extension 263, the kitchen area. They will be able to answer your questions."

I. Mention the number to which a transfer is being made in case the call is disconnected

J. If you are the caller, write down points to be covered and questions to be asked before placing a call

K. State, "This is long distance," when calling long distance directly

   (NOTE: Consequently, the party who answers should not keep you waiting for a long period.)

L. Replace the telephone receiver easily

   (NOTE: The person making the call should hang up first.)

UNDERSTANDING COMMUNICATIONS
UNIT I

ASSIGNMENT SHEET #1 — RESPOND TO STATEMENTS ABOUT COMMUNICATION

NAME ______________________________ SCORE ____________

Communication is important because it affects the kinds of relationships that a person has with other people. Messages from friends and acquaintances sharpen relationships. Communication by radio, television, and newspaper keeps a person in touch with people all over the world.

PART I

Respond to the following statements about communication. Write a "T" in the blanks before statements that are true and an "F" in the blanks before statements that are false.

_____A. It is possible to build a strong relationship without good communication

_____B. People should communicate with each other only during problem times

_____C. Communication can come in many ways

_____D. As long as you have conveyed your point, good communication has taken place even if the other person was not interested

_____E. Getting feedback from the person with whom you are communicating is very important

_____F. There is only one way to communicate and that is verbally

_____G. When you meet someone in the hall and that person just glares at you and does not speak, this is a form of communication

_____H. Childhood teachings have much to do with communicating to another person

_____I. Good communication skills are important for children and adolescents, as well as adults

_____J. Nonverbal communication consists only of facial expressions

ASSIGNMENT SHEET #1

PART II

Use the following key to check your answers from Part I.

A. *F* B. *F* C. *T* D. *F* E. *T* F. *F* G. *T* H. *T* I. *F* J. *F*

Discuss in writing why the statements are true or why they are false.

A. ______________________________

____

____

B. ______________________________

____

____

C. ______________________________

____

____

D. ______________________________

____

____

E. ______________________________

____

____

F. ______________________________

____

____

G. ______________________________

____

____

ASSIGNMENT SHEET #1

H. ____

____

____

I. ____

____

____

J. ____

____

____

UNDERSTANDING COMMUNICATIONS
UNIT I

ASSIGNMENT SHEET #2 — FORM OPINIONS ABOUT COMMUNICATION'S PLACE IN RELATIONSHIPS

NAME ______________________________ SCORE ______________

Communication is so important in getting along with others that all people should know what it is and how to use it. All people think that they know how to communicate, but if they all communicate well, why are there misunderstandings among friends, among married couples, and among nations?

When communicating with someone, the communicator's senses take in what the person looks like, how he or she sounds, what he or she smells like, and how he or she feels if touched. Depending up what the brain reports, the communicator either feels comfortable or uncomfortable with that person. Complete the following communication exercise by choosing a partner and following directions as given. You may choose a friend, classmate, or family member for a partner.

PART I

A. Sit back comfortably in your chair and just look at your partner. Notice each part of the face. See what the eyes, eyelids, eyebrows, nostrils, facial and neck muscles are doing. Observe the skin color. Is it turning pink, red, white, blue? Observe the body size, form, and the clothing. Observe your partner for thirty seconds. Now close your eyes and see if you can bring this person's face to your mind's eye.

Open your eyes and record what you visualized. ______________________________

____

____

____

B. Does your partner remind you of anyone else? ______________________________

If so, who and why?

____

____

____

(NOTE: If your partner reminds you strongly of someone else, you could be confusing the person you are thinking of with the person in front of you. You may have reacted to your partner as you would react to the person you are thinking of. Should this happen, your partner will be confused about what is happening, and your assessment will not be accurate.)

ASSIGNMENT SHEET #2

PART II

A. Decide which partner will be A and which will be B. In the first exercise, A stands and B sits on a chair directly in front of A. Carry on a two-minute conversation. Now switch positions and carry on another two-minute conversation.

How did you feel when you were A? ______________________________

____

____

How did you feel when you were B? ______________________________

____

____

B. Can you see the difference that the position of each person makes during communication? ______________________________

Explain your answer. ______________________________

____

____

____

PART III

Listening is perhaps the most neglected of the communication skills. Most people listen to others, but they don't *hear* what the others are saying.

A. For about four minutes, have your partner tell a story about something that happened during that day. Continually interrupt by making comments, asking questions, or trying to tell the story yourself. After four minutes, switch roles and allow your partner to interrupt.

How did you feel when you were continually interrupted while trying to communicate?

____

____

____

____

____

B. Do you think that people who interrupt are rude? ______________________________

ASSIGNMENT SHEET #2

C. How do interruptions affect communication?

PART IV

To communicate effectively, people must use both nonverbal and verbal communication techniques.

A. With your back to your partner, carry on a two-minute conversation. You may want to describe an object held in your hand and let your partner guess what it is you are talking about, or you may want to discuss something that happened to you on your way to school.

B. Did you have difficulty communicating without being able to see your partner?

Explain your answer.

C. Did you use any nonverbal skills during your conversation?

If so, what were they?

D. Do you think that it would have been easier to communicate to your partner by telephone?

Explain your answer.

UNDERSTANDING COMMUNICATIONS
UNIT I

ASSIGNMENT SHEET #3 — MAKE A RECORD OF POSITIVE AND NEGATIVE COMMUNICATION SIGNALS

NAME ____ SCORE ________________

A large portion of a person's communication is done nonverbally. The way a person dresses, stands, walks, sits, smiles, or frowns conveys nonverbal communication.

One problem in interpreting body language is that it can be vague and misleading. Even more than verbal behavior, the message sent by nonverbal communication may not be the message that is received. In the area of nonverbal communication, feedback is used even less than in verbal exchange. Nonverbal and verbal communication should go hand-in-hand.

Nonverbal signals may be positive or negative, depending upon how the signals are sent.

A. Working with a partner, role play the following situations:

1. Two people accidently find themselves sitting together in a crowded movie, concert, or ballgame. They must remain in the seats they have. They know each other slightly. Using few words, indicate how the two are likely to respond to each other, depending on emotions each actor selects.

2. Two people enter an elevator on the ground level of a 15-story building. Both plan to ride to the 15th floor. They are strangers. Using few words, indicate how the two are likely to respond to each other, depending on emotions each actor selects.

3. Two people are watching television in a living room. They are members of the same family. Using few words, indicate how the two are likely to respond to each other, depending on emotions each actor selects.

4. Two people work together in the same room of an office building. They know each other well, and do similar work. Using few words, indicate how the two are likely to respond to each other, depending on emotions each actor selects.

(NOTE: In each case, have the class discover what emotions the actors reveal and discuss how the actors signalled those emotions. Record the positive and negative communication signals observed in each case. Discuss whether the class feels the person receiving the signals got the intended message.

ASSIGNMENT SHEET #3

1. Record the positive emotions revealed.

   Record the negative emotions revealed.

2. Record the positive emotions revealed.

   Record the negative emotions revealed.

3. Record the positive emotions revealed.

   Record the negative emotions revealed.

4. Record the positive emotions revealed.

   Record the negative emotions revealed.

UNDERSTANDING COMMUNICATIONS
UNIT I

ASSIGNMENT SHEET #4 — RESPOND WITH "I" MESSAGES

NAME ______________________________ SCORE ______________

One of the most destructive kinds of communication results in blaming and accusing other people. These messages are known as "you" messages. "I" messages should be used instead of "you" messages. When "I" messages are used, the person doing the talking takes responsibility for what is being said. "I" messages are usually constructive communication messages.

"I" messages tell how a situation makes *you* feel. Your "I" messages are statements of fact about how other people's actions seem to you.

Respond to the following situations by writing your feelings in "I" messages.

EXAMPLES: "You" messages

Mrs. Benham tells her sixteen-year-old daughter, Adrienne, "You are the most impossible daughter. Your grades have fallen so much since the last grading period. You should not stay out so late at night. If your grades do not come up, you are going to be in trouble."

"I" messages

Mrs. Benham tells her daughter, "Adrienne, I am really concerned about your grades. When your grades start falling it makes me worry about your education. I would feel much more comfortable if you could get in earlier and do more studying."

A. Your best friend Pat's steady date says, "We really have a lot of in common. Maybe we should start dating."

____

____

____

B. A student that you consider to be one of the class leaders says, "Why won't you drink a beer with me? Are you afraid of something?"

____

____

____

ASSIGNMENT SHEET #4

C. Your father says, "Tonight is the last time you are going out this week because you stayed out too late Saturday night."

____

____

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D. Your best friend says, "You look terrible this morning. Did you stay up all night studying or what?"

____

____

____

E. Your boss says, "Will you please help Joe out? He just doesn't seem to work as fast as you do."

____

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____

F. Your teacher says, "Your grade is going to be much lower than you thought because you did not make up the last test. Yesterday, as you know, was the last day."

____

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____

G. Your coach says, "You will not be starting tonight because you have missed two days of practice this week."

____

____

____

UNDERSTANDING COMMUNICATIONS
UNIT I

ASSIGNMENT SHEET #5 — RATE PERSONAL COMMUNICATION SKILLS

NAME ______________________________ SCORE ______________

For good communication to take place there must be listening as well as talking. When people think of improving their communication skills, they usually think about how to express themselves more clearly. The only effective communication takes place when the listener hears and receives the message in the same way the speaker means it.

Rate your communication skills by answering the following questions.

A. Do you listen to each word that is being said to you? ______________________

Explain your answer. ______________________________________

____

____

B. Do you listen only partly to what is being said because your mind is on what your reply is going to be? ______________________________________

Explain your answer. ______________________________________

____

____

C. Do you feel that you are a better communicator if you are standing and the person you are communicating with is seated? ______________________________

Explain your answer. ______________________________________

____

____

D. Are you a big user of "I" messages? ______________________________

Explain your answer. ______________________________________

____

____

ASSIGNMENT SHEET #5

E. Do you listen to the words that are being said and hear the meaning and the feeling behind the words? ____________________

Explain your answer. ____________________

____

____

F. Do you try to give the feedback that you think the person talking wants to hear? ______

Explain your answer. ____________________

____

____

G. Discuss ways in which you could improve your communication skills.

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UNDERSTANDING COMMUNICATIONS
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Evaluated to the satisfaction of the instructor

Assignment Sheet #2 — Evaluated to the satisfaction of the instructor

Assignment Sheet #3 — Evaluated to the satisfaction of the instructor

Assignment Sheet #4

The following are suggested answers.

A. I could not go out with you because it would hurt Pat's feelings. It also makes me feel bad that you would think that I would go out with you while you are dating Pat.

B. I don't want to have a drink with you because I don't drink any beverages containing alcohol. I am disappointed to know that you are not more responsible with your own health.

C. I understand your concern and I am sorry about last Saturday night. I will be a more responsible person in the future.

D. I am a little tired because I did have to study late last night but I am sure I will benefit more from making a good grade on the test than if I look nice, fresh, and rested from a good night's sleep.

E. I will be glad to help Joe today but I will have a hard time doing a good job on my project if I have to help him very often.

F. I realize that yesterday was the last day, but I do have an excused admit from the office, and I feel that I should be allowed to take a make-up test.

G. I do understand this rule. I will be more careful next time when scheduling my dental appointments.

Assignment Sheet #5 — Evaluated to the satisfaction of the instructor

UNDERSTANDING COMMUNICATIONS
UNIT I

TEST

NAME ______________________________ SCORE ______________

1. Match terms associated with understanding communications to their correct definitions. Write the correct numbers in the blanks.

______a. Principles or beliefs

______b. To make something easier

______c. Technical language of a particular group

______d. Irrational opinion, usually directed against something or someone

______e. Promoting mixed opinions

______f. Characterized by confident behavior

______g. Local or regional dialect

______h. Trite expression or idea

______i. To fit into a particular group

______j. Second-to-lowest communication level; relating personal and sensational facts or rumors

______k. Exchange of thoughts, feelings, and information by verbal or nonverbal messages

______l. The state of being closely associated emotionally

1. Communication
2. Gossip
3. Assertive
4. Controversial
5. Prejudice
6. Socialization
7. Clichés
8. Jargon
9. Colloquialism
10. Facilitate
11. Values
12. Intimacy

2. List at least three purposes of communication.

a. ______________________________

b. ______________________________

c. ______________________________

3. Arrange in order levels of communication. Write a "1" before the first level, a "2" before the second level, and so on.

______a. Giving your opinions

______b. Sharing mutual emotions and ideas

______c. Reporting information

TEST

_____d. Having casual conversation

_____e. Telling your feelings and emotions

4. List five elements of communication.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

5. Define two types of communication.

   a. ______________________________

   ____

   b. ______________________________

   ____

6. Distinguish between verbal and nonverbal communication techniques. Write a "V" in the blanks before verbal methods and an "N" in the blanks before nonverbal methods.

   _____a. Speaking

   _____b. Silences

   _____c. Body language (gestures, touch, movement)

   _____d. Writing

   _____e. Listening, reading

   _____f. Tone of voice

7. Distinguish between gestures that may promote positive and negative communication. Write a "P" in the blanks before positive gestures, and an "N" before negative gestures.

   _____a. Open palm

   _____b. Nail-biting

   _____c. Head held high

TEST

_____d. Scratching

_____e. Avoiding eye contact

_____f. Cracking knuckles

_____g. Chain-smoking

_____h. Closed fist

_____i. Clearing throat

_____j. Arms swinging freely

_____k. Hands on hips

_____l. Chewing on lip

_____m. Pouting

_____n. Coat unbuttoned

_____o. Shoulders upright

_____p. Smiling

_____q. Slumped shoulders

_____r. Arms folded tightly high on chest

8. List at least four results of poor communication skills.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

9. State at least three ways to overcome communication problems.

a. ____________________

b. ____________________

c. ____________________

TEST

10. Select from the following list constructive ways to argue. Write an "X" in the blank before each correct answer.

______a. Always give in to avoid conflict

______b. Be sure that you understand the other person's point of view

______c. Ignore the problem

______d. Look for all possible points of agreement

______e. Be sure that what you are in conflict about is worth discussing

______f. Avoid all forms of negative pressure tactics

______g. Intimidate the other person

______h. Consider alternatives suggested in argument

______i. Be optimistic about reading a resolution

11. Select from the following list ways to generally improve communication. Write an "X" in the blank before each correct answer.

______a. Use "I" messages rather than "you" messages

______b. Choose an appropriate time for communicating

______c. Give your point of view first

______d. Indicate your honest wish to talk

______e. Maintain a pleasant tone of voice

______f. Avoid critical or sarcastic remarks

______g. React without thinking

______h. Use questions wisely

______i. Think before responding to a question

______j. Begin by placing blame on the other person

______k. Show respect for the listener

______l. Use gestures wisely

______m. Maintain eye contact

______n. Bring up former arguments

______o. Build trust

TEST

12. List five causes of communication problems.

    a. ______________________________

    b. ______________________________

    c. ______________________________

    d. ______________________________

    e. ______________________________

13. Discuss a procedure for introducing yourself.

____

____

____

____

____

____

____

____

____

____

14. Discuss a procedure for introducing others.

____

____

____

____

____

____

____

TEST

15. Discuss ways to acknowledge introductions.

16. Select from the following list ways to carry on casual conversation. Place an "X" in the correct blanks.

______a. Ask questions to discover other person's interests

______b. Talk about yourself a lot

______c. Avoid controversial subjects, such as religion and politics

______d. Talk about your latest achievement

______e. Do not monopolize the conversation

______f. Be a good listener and people will think you are a great conversationalist

______g. Discuss controversial subjects

______h. Call all people by their first names

______i. Say friendly phrases, such as "Good morning," automatically

______j. Follow single word answers like "yes" and "no" with the person's name and a simple statement to make the reply sound friendly and not curt

______k. Ask questions that require only a "yes" or "no" answer

17. Select from the following list rules for using the telephone correctly. Place an "X" in the correct blanks.

______a. Answer promptly

______b. Identify yourself

TEST

______c. Say "speaking" after giving your name

______d. Use the caller's name often

______e. Speak distinctly into the receiver

______f. Ask who is calling

______g. Ask "Will you hold or shall I call you back?" when you must leave the line to get information

______h. Check back frequently to assure the caller that he/she has not been forgotten if it becomes necessary to leave the telephone for long periods of time

______i. Attract attention before resuming the call

______j. Apologize for errors or delays

______k. Press the hold button to cut out noisy distractions

______l. Visualize the person on the other end of the line

______m. Smile while you talk

______n. Replace the telephone receiver easily

(NOTE: Test questions 18-22 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

18. Respond to statements about communication.

19. Form opinions about communication's place in relationships.

20. Make a record of positive and negative communication signals.

21. Respond with "I" messages.

22. Rate personal communication skills.

UNDERSTANDING COMMUNICATIONS
UNIT I

ANSWERS TO TEST

1. a. 11
   b. 10
   c. 8
   d. 5
   e. 4
   f. 3
   g. 9
   h. 7
   i. 6
   j. 2
   k. 1
   l. 12

2. Answer should include any three of the following

   a. Furnishing knowledge
   b. Building relationships
   c. Exchanging information
   d. Being social
   e. Solving problems
   f. Making personal needs and wants known

3. a. 3
   b. 5
   c. 2
   d. 1
   e. 4

4. Answers should include the following five elements

   a. Your own body
   b. Your values
   c. Your expectations
   d. Your speaking skills
   e. Your listening and reading ability

5. Definitions should include the following

   a. Destructive — Includes messages that make people feel judged, guilty, or unworthy
   b. Constructive — Includes messages that make people feel worthwhile

6. a. V
   b. N
   c. N
   d V
   e. V
   f. N

7. a. P
   b. N
   c. P
   d. N
   e. N
   f. N
   g. N
   h. N
   i. N
   j. P
   k. N
   l. N
   m. N
   n. P
   o. P
   p. P
   q. N
   r. N

ANSWERS TO TEST

8. Answer should include any four of the following

   a. Overindulgence
   b. Silence
   c. Dejection
   d. Physical illness
   e. Gossip

9. Answer should include any three of the following

   a. Set up an appropriate time and place for your discussion
   b. Consider each person's response pattern
   c. Acknowledge the existance of a problem
   d. Arrive at a mutual diagnosis of and solution for the problem

10. a, b, d, e, f, h, i, k, l, m, o

11. b, d, e, f, h, i

12. Answer should include any five of the following

    a. Failure to see a person as an individual
    b. Failure to listen
    c. Use of clichés, automatic responses, colloquialisms, and jargon
    d. Interruptions
    e. Failure to clarify comments
    f. Use of limited vocabulary
    g. False assumptions
    h. Unawareness of how we are perceived by others
    i. Lack of self-confidence
    j. Childhood teachings

13. Answer should include the following

    a. Respond promptly to person
    b. Give first and last names or name you prefer to be called
    c. State names slowly and distinctly
    d. Complete introduction by giving some information about yourself so new acquaintances can talk easily with you and remember you
    e. Repeat names during the introduction and conversation so you and your listener can remember them
    f. Watch for clues that a person does not remember your name during introductions and willingly supply it
    g. Give clues to help someone remember previous introductions if a person looks blank about meeting you before

ANSWERS TO TEST

14. Discussion should include the following

    a. Introduce men to women
    b. Introduce younger people to older people
    c. Introduce subordinates to superiors
    d. Introduce all others in any order
    e. Give some additional information about the persons introduced to get a conversation started
    f. Do not say, "This is my friend," for it suggests that the other person is not a friend
    g. Repeat names slowly and distinctly during the introduction and conversation so they may be remembered correctly
    h. Be sure to introduce all people in a small conversation group whenever a new person joins the group

15. Discussion should include the following

    a. Say "How do you do?" followed by an informal, positive comment
    b. Shake hands as a common courtesy
    c. Remember names by forming a mental picture associated with the person's name or features
    d. Quickly correct any errors in an introduction
    e. Admit not remembering names when someone pulls the "Remember me?" tactic, and/or tell what you do remember

16. a, c, e, f, i, j

17. a, b, d, e, g, h, i, j, k, l, m, n

18. Evaluated to the satisfaction of the instructor

19. Evaluated to the satisfaction of the instructor

20. Evaluated to the satisfaction of the instructor

21. Evaluated to the satisfaction of the instructor

22. Evaluated to the satisfaction of the instructor

IMPROVING COMMUNICATIONS
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to improve communications to develop better rapport with other people. The student will show this knowledge by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with improving communications to their correct definitions.
2. Describe effective communication.
3. Selet from a list techniques for improved communication.
4. Select from a list barriers to effective communication.
5. State ways of overcoming communication barriers.
6. Select from a list techniques for handling complaints.
7. Match retention percentages to ways people learn.
8. Name types of media.
9. Select from a list uses of media in communication.
10. Practice listening skills.
11. Make recommendations to improve communication.
12. Evaluate use of nonverbal communication skills.
13. Make recommendations to improve listening skills.
14. Conduct a class on communication skills.
15. Analyze voice qualities.

IMPROVING COMMUNICATIONS
UNIT II

SUGGESTED ACTIVITIES

I. Unit contents

   A. Objective sheet

   B. Suggested activities

      1. Supplement #1 — Optical illusion exercise (*Fly*)

      2. Transparency masters

         a. TM #1 — Simple Communication

         b. TM #2 — Techniques for Improved Communication

         c. TM #3 — Confucius

   C. Information sheet

   D. Assignment sheets

      1. Assignment Sheet #1 — Practice Listening Skills

      2. Assignment Sheet #2 — Make Recommendations to Improve Communication

      3. Assignment Sheet #3 — Evaluate Use of Nonverbal Communication Skills

      4. Assignment Sheet #4 — Make Recommendations to Improve Listening Skills

      5. Assignment Sheet #5 — Conduct Class on Communication Skills

      6. Assignment Sheet #6 — Analyze Voice Qualities

   E. Answers to assignment sheets

   F. Test

   G. Answers to test

II. Instructor's guide

   A. Review unit and plan presentation.

   B. Obtain materials to supplement unit.

SUGGESTED ACTIVITIES

1. Films

   a. *You're Not Listening!* Color, 16 mm, 21 minutes, 1978. Available from University of Illinois Film Center, 1325 South Oak Street, Champaign, Illinois 61820, 217/333-1360 (1-800-367-3456.) Rental fee required. Order number 56063.

   (NOTE: A Shakespearean actor leads viewers through a series of humorous and thought-provoking vignettes that illustrate techniques for building seven basic listening skills: eye contact, control of one's mouth, becoming an observer, good thinking, not jumping to conclusions, avoiding prejudice, and working to keep an open mind. The film stresses that with hard work and practice anyone can become a good listener.)

   b. *A Communications Primer.* Color 16 mm, 22 minutes, 1953. Available from University of Illinois Film Center, 1325 South Oak Street, Champaign, Illinois 61820, 217/333-1360. (1-800-367-3456.) Rental fee required. Order number 83960.

   (NOTE: This film shows Charles and Ray Eames' popular presentation of communications theory. It encourages the use of verbal, nonverbal, and mechanical means of communication in the worlds of architecture and planning. The music was composed and conducted by Elmer Bernstein.)

   c. *Communicaitons Fundamentals: Five Basic Skills.* Color, 16 mm, 16 minutes, 1977. Available from University of Illinois Film Center, 1325 South Oak Street, Champaign, Illinois 61820, 217/333-1360 (1-800-367-3456.) Rental fee required. Order number 55683.

   (NOTE: This film introduces and illustrates the many ways in which we communicate, and it emphasizes the fact that developing proper communication skills is essential for successful living. Through a series of humorous and relevant skits, viewers learn that communication consists of five basic types of skills: reading, writing, speaking, listening, and nonverbal communication. The skills are defined for primary and intermediate level, and the importance of each is vividly demonstrated by Big Al and Company.)

C. Introduce unit.

- Hand out Supplement #1 to demonstrate how a preconceived idea can block simple communication.

- Instruct students to turn the page so that the arrow points toward them, and ask those who can read the illustration to raise their hands. Discuss as a class the following questions:

   a. Can everyone see the word *FLY*?

SUGGESTED ACTIVITIES

b. Preconceived ideas are common to most of us. Can you share with the class an incident in which such ideas may have caused some communication problem?

c. Adults have more difficulty with this illustration than children. Is it because they have "learned" to read black print on white paper?

d. What other barriers cause problems in communicatons?

e. What do you consider one of the most important skills you can learn to improve your interpersonal relationships?

D. Provide students with unit.

E. Discuss unit and specific objectives.

F. Discuss information and assignment sheets.

1. Use Information Sheet, Section I, to discuss terms and definitions associated with improving communications.

- Read the following directions to the class so that they can complete Part I of Assignment Sheet #1:

    a. Box 2: Place a dot on the letter "i."

    b. Box 2: Print the letter of the word "xerox" in the blank spaces.

    c. Box 3: I saw a papa bull (PB), a mama bull (MB), and a baby bull (BB) in the barnyard. Circle the one that does not belong.

    d. There are four words in the box. Circle one that belongs.

- Have students complete Assignment Sheet #2.

    a. After students have sketched their versions of the animal described in Assignment Sheet #2, tell them what animal they were to have drawn. Have available an illustration of an aardvark for the students to see.

    b. Review responses to questions A-E in Part II of Assignment Sheet #2.

2. Use Information Sheet, Section II, to discuss effective communication.

- Display Transparency #1 to introduce importance of receiver, or listener, awareness.

- Display Transparency #2 to illustrate how communication consists of an interrelationship between sender, receiver, and message. Explain that the triangular nature of communication has been apparent to students of the field since ancient times. (Aristotle's *Rhetoric* refers to this triangle.)

SUGGESTED ACTIVITIES

- Use Assignment Sheet #3 to evaluate use of nonverbal communication skills. Discuss students' written responses. Have class work in small groups, if necessary.
- Have students role play nonverbal communication, such as facial expression, body language, tone of voice.

3. Use Information Sheet, Section III, to discuss techniques for improved communication.
    - Display Transparency #3 to illustrate nine techniques leading to clear messages.
    - Have students watch television dramas at home and report to class what specific communication techniques from the list they observed.
    - Have each student present a three-minute talk to class. Have class analyze each speaker's communication techniques.
4. Use Information Sheet, Section IV, to discuss barriers to effective communication. Remind students of large percentage of communication time we spend in listening.
    - Have students read and respond in writing to Assignment Sheet #4, to make recommendations to improve listening skills.
    - Conduct discussion of the students' written responses.
    - Have students recall times they have listened either well or poorly, and have them relate the consequences of that listening.
5. Use Information Sheet, Section V, to discuss ways of overcoming communication barriers.
    - Have students work Assignment Sheet #5, to conduct a class on communication skills.
    - Have students complete Assignment Sheet #6, to analyze their voice qualities, using tapes made of Assignment Sheet #5 activities.
6. Use Information Sheet, Section VI, to discuss techniques for handling complaints.
    - Have students relate experiences at work or school where grievances were handled well or poorly. Be sure they give specific details about each situation, referring to the Information Sheet list of techniques.
    - Have students observe the courtroom behavior of judges and lawyers, either in public courts or on television shows. Have them relate how grievances and disputes are settled through careful listening and judicial procedure.

SUGGESTED ACTIVITIES

7. Use Information Sheet, Section VIII, to discuss retention percentages of ways people learn.

   - Apply percentages to methods of instruction. Display Transparency #4.
   - Ask students to relate times they have learned by doing something, inside and outside formal classroom.
   - Use the following activity to illustrate communication skills necessary in teaching.

     a. The instructor will role play the part of the employee. A volunteer from the class will be the communicator. There can be no questions asked during the role play. Lay a jacket on the table. The class member is to teach you how to put on the jacket, using communication skills learned in this unit. You have never seen a jacket before. You do not know the pocket from the collar. Be a slow learner so that the class member will have to use good communication to get the job accomplished.

     b. Discuss the following with the class: One danger of communication is assuming that the employee or co-worker has the same background knowledge we have and that they understand the words we are using. What is common, everyday vocabulary to us may be quite foreign to a new employee. What is a "simple" task to use may be difficult to someone else. One-way communication is a common fault. We do the "lecturing," assuming that the receiver is understanding every word we say. We do not allow questioning. There is minimal progress with this type of communication.

     c. Repeat the task in 1—teaching the instructor to put on the jacket. This time the instructor, playing the role of the employee, is to interact with the communicator by asking questions to clarify the message.

        (NOTE: The task will be accomplished more easily with this type of communication. Feedback allows the communicator to gauge the receiver's progress and understanding.)

     d. Discuss with the class ways in which communication was improved by encouraging the listener to ask questions that clarify the message.

8. Use Information Sheet, Section VIII, to discuss types of media.

   - Teach use of commonly-used audiovisual equipment such as overhead projector, slide projector, 16 mm film projector, tape recorder, video cassette recorder.
   - Have local printer or copy service give a brief presentation of types of folders, booklets, etc. generally available to the public.

SUGGESTED ACTIVITIES

- If a university audio-visual department is nearby, have a speaker present a brief report of their services to students and faculty.
- If local television and radio stations provide tours and guide of their facilities, arrange them for students.

9. Use Information Sheet, Section IX, to discuss uses of media in communication

    - Ask students to examine radio and television newsshows, documentaries, and advertising for the five media uses listed in Section IX. Have them report their findings to class.

G. Give test.

H. Critique test and discuss in class.

I. Reteach and retest as necessary.

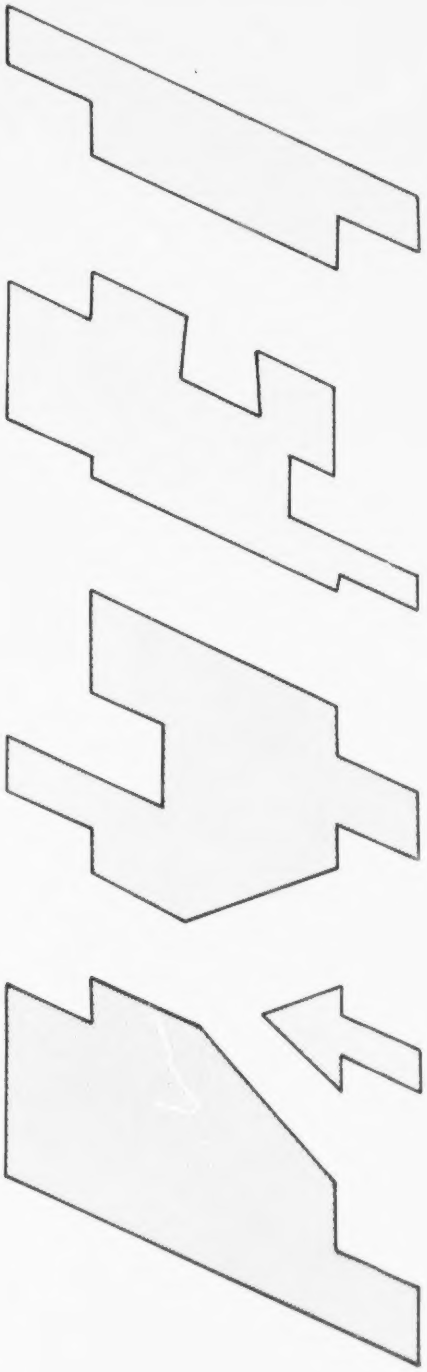
III. Unit references

A. Halloran, Jack. *Applied Human Relations: An Organizational Approach*, 3rd ed. (illus.) Englewood Cliffs, New Jersey; Prentic-Hall, Inc., 1987.

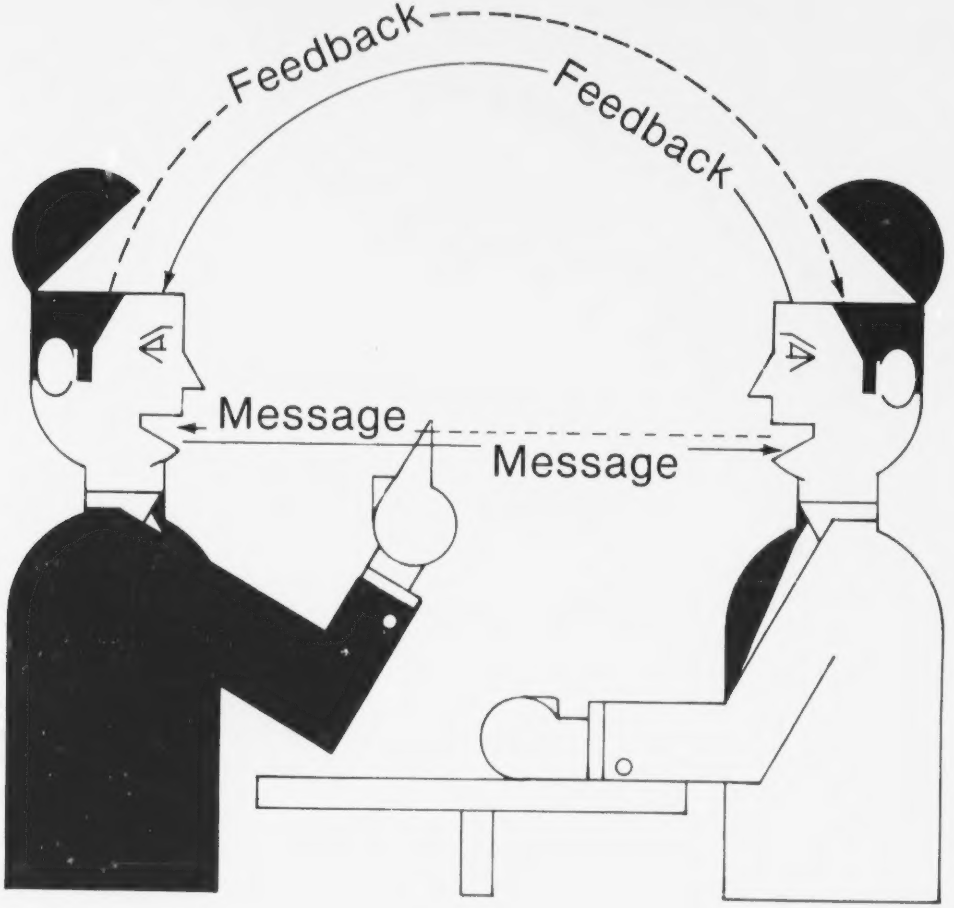
B. Strauss, George and Leonard Sayles. *Personnel, The Human Problems of Management*, 4th ed. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1980.

IMPROVING COMMUNICATIONS
UNIT II

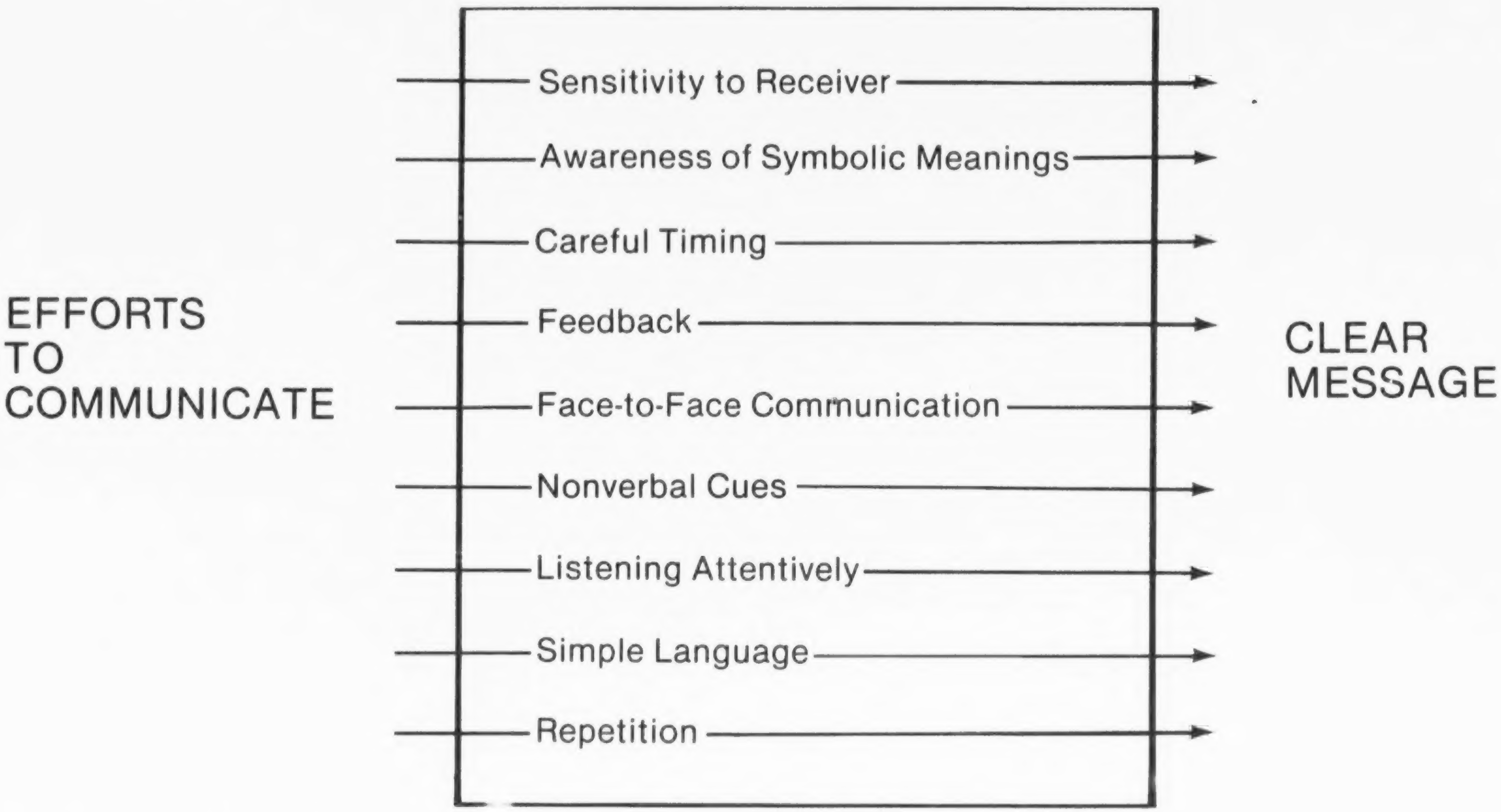
SUPPLEMENT #1 — OPTICAL ILLUSION EXERCISE



Simple Communication


Feedback
Feedback
Message
Message
Sender (Speaker)
Receiver (Listener)

Techniques for Improved Communication



EFFORTS
TO
COMMUNICATE

- Sensitivity to Receiver
- Awareness of Symbolic Meanings
- Careful Timing
- Feedback
- Face-to-Face Communication
- Nonverbal Cues
- Listening Attentively
- Simple Language
- Repetition

CLEAR
MESSAGE

George Strauss, Leonard R. Sayles. *Personnel: The Human Problems of Management*, 4th ed., ©1980, p. 179. Adapted by permission of Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

I HEAR AND I FORGET
I SEE AND I REMEMBER
I DO AND I UNDERSTAND

confucius

TM #3

IMPROVING COMMUNICATIONS
UNIT II

INFORMATION SHEET

I. Terms and definitions associated with improving communications.

   A. Message — Information communicated in speaking, writing, or signals

   B. Sender — The originator of a message

   C. Receiver — The listener or reader of a message

   D. Verbal — Involving words and not actions

   E. Nonverbal — Involving actions and not words

   F. Feedback — Evaluation returned by receiver to sender of message

   G. Ambiguous — Capable of being understood in more than one sense

   H. Oriented — Directed intellectually and emotionally

   I. Solace — Consolation, comfort

   J. Empathy — Ability to share another's emotions and/or feelings

   K. Grievance — Circumstances that is ground for complaint

   L. Media (audiovisuals) — Instructional materials using sight and/or sound

   M. Sensitivity — Ability to receive and respond to another's needs or experiences

   N. Stereotyping — Forming an oversimplified mental picture

   O. Preconceived — Opinion formed before actual knowledge

   P. Retention — An ability to store information in the mind

Effective communication

   A. Consists of giving and receiving information: the triangle

      1. Sender
      2. Message
      3. Receiver

   B. In business, follows routes or lines

      1. To management
      2. To colleagues

        3. To employees

    C. Includes several factors

        1. Listening

        EXAMPLE: Use of audiovisuals and other media

        2. Speaking

        EXAMPLE: Conducting meetings

        3. Reading

        4. Writing

    D. Consists of two types

        1. Verbal

        2. Nonverbal

III. Techniques for improved communication

    A. Be sensitive to receiver

    EXAMPLE: You notice that an employee is unusually quiet and has a distressed look on his face. You might say, "You seem upset, Bob. Can you tell me why?"

    B. Be aware of multiple meanings

    EXAMPLE: "That was cool" may mean *lukewarm* to someone over fifty but *excellent* to someone who is twenty.

    C. Time communications carefully

    (NOTE: Avoid communication when you are angry.)

    D. Avoid leading questions

    EXAMPLE: "Of course you prefer whole to skim milk, don't you?"

    E. Use feedback

    EXAMPLES: "And then what did you do?" or "You were saying—"

    (NOTE: Use open-ended comments or questions that invite the other person to talk.)

    F. Practice face-to-face communication

    (NOTE: Face-to-face communication is preferred because the speaker and receiver can read nonverbal cues.)

INFORMATION SHEET

G. Observe nonverbal cues

EXAMPLE: Touching, facial expression, body language

(NOTE: An estimated 65 percent of communication is nonverbal.)

H. Listen attentively

(NOTE: The average rate of speech is 100 to 200 words per minute, but we think and listen almost ten times that speed, at 1,000 to 2,000 words per minute. Concentrate so that your mind does not wander.)

I. Use simple language

(NOTE: Talk in words that people can understand.)

J. Practice repetition

EXAMPLE: "Please bring each of us the grilled sirloin. That's a grilled sirloin for each of us."

(NOTE: Repeat the message to assure that it is received as intended. In giving directions, it is wise to repeat them several times, perhaps in different ways, to guarantee successful communication.)

IV. Barriers to effective communication

(NOTE: Sometimes physical barriers such as poor phone connections or bad handwriting cause communication breakdowns, but communication barriers are usually the result of sociological and/or psychological barriers.)

A. Hearing what we expect to hear

B. Misunderstanding the message

(NOTE: A message is not always understood exactly as intended. To ensure understanding, ask the receiver to repeat the message.)

C. Choosing points that support existing beliefs and ignoring those that do not

(NOTE: We resist new ideas or change, particularly if they conflict with what we already believe.)

D. Misinterpreting message

(NOTE: Words mean different things to different people.)

EXAMPLE: "As soon as you can" means "right now" to some people, but "when you can do it without interfering with your work" to others.

E. Interpreting message in terms of our background and experience

(NOTE: Many times we prejudge people by our past experiences. We tend to stereotype people by characteristics.)

INFORMATION SHEET

F. Interpreting message in terms of our self-interest

EXAMPLE: Shop Owner: Good news! That new inventory got delivered on time.

Shop Employee: (Bad news! That means all of us work late tonight.)

G. Allowing moods to affect communication

(NOTE: If we are in a good mood, we communicate more effectively.)

H. Not stating message clearly or specifically

(NOTE: Improper transmission of the message can cause confusion.)

EXAMPLE: "Bring the sirloin for five." (The family at a restaurant gets one sirloin between them.)

V. Ways of overcoming communication barriers

A. Communicate honestly

B. Use verbal and nonverbal feedback

C. Keep your promises

EXAMPLE: Back up your verbal behavior with action

D. Use multiple channels of communication

EXAMPLE: Follow verbal agreement with written documentation.

E. Appeal to human needs

(NOTE: People tend to listen to messages that show promise of satisfying an active need.)

EXAMPLE: The need for security

VI. Techniques for handling complaints

A. Be fair and just

(NOTE: Let it be understood that complaints can be expressed openly and will be dealt with fairly.)

B. Allow others to express their point of view thorougly

C. Admit and correct your mistakes

(NOTE: Avoid being defensive.)

D. Collect all the facts

E. Avoid argument

(NOTE: Maintain a friendly attitude.)

INFORMATION SHEET

F. When a legitimate complaint is heard, correct the situation

(NOTE: When discontent is present, there is misunderstanding, rumor, misinterpretation, and distortion.)

G. Treat employees' complaints or grievances as a private matter

(NOTE: Never discuss grievances in front of other employees.)

H. Help the other person develop solutions

VII. Retention percentages of ways people learn

A. Reading — We remember approximately 10 percent of what we read

B. Hearing — We remember approximately 20 percent of what we hear

C. Seeing — We remember approximately 30 percent of what we see

D. Hearing and seeing — We remember approximately 50 percent of what we see and hear

E. Saying — We remember approximately 70 percent of what we say

F. Saying and doing — We remember approximately 90 percent of what we say and do

VIII. Types of media

A. Visual material

EXAMPLES: Slides, filmstrips, transparencies, models

(NOTE: Filmstrips are the most popular form of instructional material.)

B. Audio material

EXAMPLE: Tape recordings

(NOTE: Audio material is adaptable to either individualized instruction or large-group instruction, such as inservice.)

C. Audiovisual material

EXAMPLES: Films, television, videotapes

(NOTE: Audiovisual material combines seeing and hearing. The learner can control such material by starting or stopping the machine, or by repeating the material at any time.)

D. Printed material

EXAMPLES: Posters, manuals, booklets

(NOTE: Printed material can be used anytime and anywhere. Such material allows the learner to progress at his or her own rate.)

INFORMATION SHEET

IX. Uses of media in communication

- A. Providing diversity and variety in learning experiences
- B. Clarifying and simplifying complex concepts
- C. Directing learner's attention to important points
- D. Explaining details
- E. Raising questions

IMPROVING COMMUNICATIONS
UNIT II

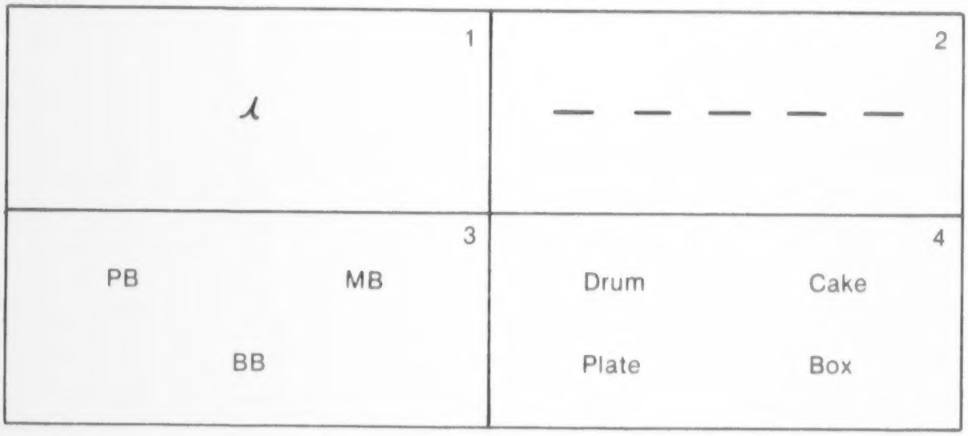
ASSIGNMENT SHEET #1 — PRACTICE LISTENING SKILLS

NAME ______________________________ SCORE ______________

Listening is probably the most important communication skill, yet most of us do it very badly. Active listening requires concentration and mental participation.

PART I

Use the following diagram to practice active listening. As the instructor reads the directions orally, respond accordingly on the diagram. Notice that the boxes are numbered.



PART II

After discussing the answers as a class, reply to the following questions. Write your answers in the spaced provided.

A. Why did you respond incorrectly? ______________________________

B. What lesson does your response teach you about becoming a better communicator?

____

C. Does your response prove that directions may be ambiguous and need greater clarity?

______ How? ______________________________

D. How would you have done better if you had asked for clarification of any unclear portion of the message?

____

IMPROVING COMMUNICATIONS
UNIT II

ASSIGNMENT SHEET #2 — MAKE RECOMMENDATIONS TO IMPROVE COMMUNICATION

NAME ______________________________ SCORE ______________

Written communication and the spoken word can be misinterpreted and misunderstood by the receiver. Communication is a two-way process involving

What you mean to say
What you actually say
What the other person thinks he or she hears
What the other person hears
What the other person says
What you think the other person says

Visual aids can enhance communication. The use of visuals strongly increases common understanding. Illustrate the importance of visual aids or mental imagery in communication by completing this assignment sheet.

PART I

The instructor will read aloud the following description taken from an encyclopedia. In the space provided, sketch or draw the kind of picture these printed words give you.

> The body is stout, with arched back; the limbs are short and stout, armed with strong, blunt claws; the ears are long; the tail is thick at the base and tapers gradually. The elongated head is set on a short, thick neck, and at the extremity of the snout is a disc in which the nostrils open. The mouth is small and tubular, furnished with a long extensible tongue. The individual is large, measuring 6 feet 8 inches. In color it is pale sandy or yellow; the hair is scanty and skin shows through.

ASSIGNMENT SHEET #2

PART II

Answer the following questions.

A. Do you use mental pictures and/or actual pictures to enhance your communication skills? ______________ Why or why not? ______________________

B. What are some problems with written communication? ______________________

____

C. What are some problems with spoken communication? ______________________

____

D. Write one incident you recall in which the communication has been misinterpreted and/or misunderstood?

____

____

____

____

____

____

E. How could this incident have been avoided?

____

____

____

Comments: ______________________________________

____

____

____

IMPROVING COMMUNICATIONS
UNIT II

ASSIGNMENT SHEET #3 — EVALUATE USE OF NONVERBAL COMMUNICATION SKILLS

NAME ______________________________ SCORE ____________

An estimated 65 percent of the content of a message is communicated nonverbally. To fully understand someone's meaning requires paying as much attention to the person speaking as to the words being spoken. Voice tones, facial gestures, and body language communicate more than the words do. Effective communicators are people-oriented, not word-oriented.

PART I

Observe nonverbal communication in a group of persons. List nonverbal communication skills you observe.

EXAMPLE: Touching a person's arm or shoulder when speaking

____

____

____

____

____

____

____

____

PART II

A. Did the nonverbal techniques you observed improve communication? ____________

Is so, why? ____

If not, why? ____

B. What nonverbal techniques do you use frequently in communicating with other persons?

____

____

ASSIGNMENT SHEET #3

C. How can you use nonverbal techniques to improve your communication skills?

Comments:

IMPROVING COMMUNICATIONS
UNIT II

ASSIGNMENT SHEET #4 — MAKE RECOMMENDATIONS TO IMPROVE LISTENING SKILLS

NAME ______________________________ SCORE ____________

Active listening requires a caring person, one who is interested in the speaker and the intended message.

Read the following characteristics of listening and of not listening; then identify your listening habits by recording specific incidents that occur throughout your work week.

LISTENING

YOU ARE NOT LISTENING TO ME WHEN . . .

You do not care about me

You say you understand before you know me well enough

You have an answer to my problem before I've finished telling you what my problem is

You cut me off before I have finished speaking

You are dying to tell me something

You feel critical of my vocabulary, grammar, or accent

You tell me about your experience, making mine seem unimportant

You are communicating to someone else in the room

You refuse my thanks by saying you have not really done anything

YOU ARE LISTENING TO ME WHEN . . .

You come quietly into my private world and let me be me

You really try to understand me even when I am not making much sense

You grasp my point of view even when it is against your own sincere convictions

You realize that the hour I took from you has left you a bit tired and drained

You allow me the dignity of making my own decisions even though you think they might be wrong

You do not take my problem from me, but allow me to deal with it in my own way

ASSIGNMENT SHEET #4

You hold back your desire to give me good advice

You do not offer me religious solace when you sense I am not ready for it

You give me enough room to discover for myself what is really going on

You accept my gift of gratitude by telling me how good it makes you feel to know you have been helpful

(Author unknown)

Record incidents at work that illustrate your listening habits.

A. I was not listening when . . .

B. I was listening when . . .

ASSIGNMENT SHEET #4

C. Based on what you have recorded, what recommendations can you make to improve your listening skills?

IMPROVING COMMUNICATIONS
UNIT II

ASSIGNMENT SHEET #5 — CONDUCT A CLASS ON COMMUNICATION SKILLS

NAME ______________________________ SCORE ______________

This assignment sheet illustrates the importance of good communication in preventing misunderstanding. It also demonstrates some of the barriers to communication.

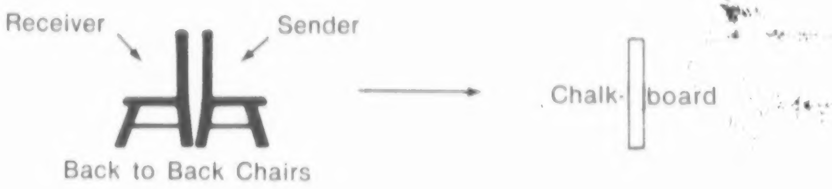
Conduct a class on communication skills, using the following exercise.

A. Gather and set up the following equipment

1. Chairs for everyone participating

   (NOTE: The chairs will be set up in pairs, back to back, with one chair facing a chalkboard. If possible, set chairs far enough apart so that the participants cannot observe one another.)

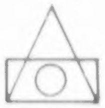
   EXAMPLE:



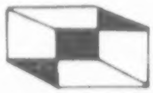
2. Chalkboard

3. Geometric drawing on chalkboard

   EXAMPLE:



or



   (NOTE: Until the participants are divided into couples, cover drawing so that no one can see it. Only one person in each couple may see this drawing.)

4. Paper and pencil for each couple

5. Tape recorder to record your voice while teaching the class for use in completing Assignment Sheet #6.

screen

ASSIGNMENT SHEET #5

B. After you have correctly arranged the chairs in the meeting room, have each participant choose a partner. One is to be the sender of the message; one is to be the receiver. The sender will sit in the chair facing the chalkboard, with the receiver sitting behind, facing the opposite direction. The receiver may not talk or ask questions.

C. When everyone is in position, unveil the drawing and instruct the senders to tell their receivers how to draw the same illustration on their pieces of paper.

D. After the receivers have completed their illustrations, stimulate discussion by asking participants the following questions.

   1. What problem did the senders encounter?

   2. What problems did the receivers encounter?

   3. Would it help if you could have asked questions or have had some feedback? How?

E. If time permits, reverse roles; sender will now be receiver and vice versa; change drawings, and repeat process *allowing receiver to ask questions.*

F. After the new receiver/senders have completed their instructions and illustrations, ask for discussion on whether or not communication was improved by feedback.

IMPROVING COMMUNICATIONS
UNIT II

ASSIGNMENT SHEET #6 — ANALYZE VOICE QUALITIES

NAME ______________________________ SCORE ______________

Because 35 percent of our communication is verbal, it is important to know how we sound to others.

Analyze your voice qualities by listening to the tape recording of the class you conducted in Assignment Sheet #5. Complete the rating scale below by placing a check (   ) in the appropriate column. Check back periodically to see if there has been any noticeable progress.

VOICE RATING	**YES**	**NO**	**MAYBE/ SOMETIMES**
Do you speak too loudly?			
Do people frequently ask you to repeat?			
Do you speak in the same tone continually?			
Do you speak in an artificial, unnatural, or affected voice?			
Is your voice high-pitched and shrill?			
Do you speak in long sentences that frequently lose their meaning?			
Do you speak in mushy tones as though you had something in your mouth?			
Do you use "uh," "OK," or "you know?" frequently??			
Do you talk "through your nose?"			
Do you talk in a whining and apologetic manner?			
Do you often speak too fast or in a slow drawl?			
Do you mispronounce words frequently?			
Does your voice lose its force and expression at the ends of sentences?			
Do you run words together?			
Do you have an adequate vocabulary?			
Can you be heard clearly by all those in the room?			
Is your voice friendly?			

IMPROVING COMMUNICATIONS
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

A. Box 1: Although most students will place the dot in the usual place *above* the "i," they should have placed it *on* the "i."

B. Box 2: Many students will write the letters on the lines; however, the directions told them to write the letters in the *blank*spaces. The correct answer is X E R O X.

C. Box 3: There is, of course, no such thing as a mama bull.

D. Box 4: Students may circle "drum," "cake," or "plate" (all belong because they have similiar shapes); however, many students will incorrectly circle "box," the word (and shape) that does *not* belong.

PART II — Evaluated to the satisfaction of the instructor

Assignment Sheet #2

PART I

After students have completed their pictures, announce that the animal is the aardvark. Ask the group to reread the description to see how neatly the words are now reinforced with the mental picture in one's mind.

PART II — Evaluated to the satisfaction of the instructor

Assignment Sheet #3 — Evaluated to the satisfaction of the instructor

Assignment Sheet #4 — Evaluated to the satisfaction of the instructor

Assignment Sheet #5 — Evaluated to the satisfaction of the instructor

Assignment Sheet #6 — Evaluated to the satisfaction of the instructor

IMPROVING COMMUNICATIONS
UNIT II

TEST

NAME ______________________________ SCORE ____________

1. Match terms associated with improving communications to their correct definitions. Write the correct numbers in the blanks.

_____a. An ability to store information in the mind

_____b. Information communicated in speaking, writing, or signals

_____c. Opinion formed before actual knowledge

_____d. The originator of a message

_____e. Forming an oversimplified mental picture

_____f. The listener or reader of a message

_____g. Ability to receive and respond to another's emotions

_____h. Involving words and not actions

_____i. Instructional materials using sight and/or sound

_____j. Involving actions and not words

_____k. Circumstance that is grounds for complaint

_____l. Evaluation returned by receiver to sender of message

_____m. Ability to receive and respond to another's needs or experiences

_____n. Capable of being understood in more than one sense

_____o. Consolation, comfort

_____p. Directed intellectually and emotionally

1. Oriented
2. Solace
3. Ambiguous
4. Empathy
5. Feedback
6. Nonverbal
7. Verbal
8. Grievance
9. Receiver
10. Media (Audiovisuals)
11. Sender
12. Sensitivity
13. Message
14. Retention
15. Preconceived
16. Stereotyping

TEST

2. Describe effective communication.

   a. Effective communication consists of giving and receiving information: give the triangle.

      1) ______________________________

      2) ______________________________

      3) ______________________________

   b. Effective communication follows routes or lines to what three areas, in business?

      1) ______________________________

      2) ______________________________

      3) ______________________________

   c. List four factors included in effective communication.

      1) ______________________________

      2) ______________________________

      3) ______________________________

      4) ______________________________

   d. Effective communication consists of what two types?

      1) ______________________________

      2) ______________________________

3. List at least six techniques for improved communication.

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

   e. ____________________

   f. ____________________

4. List at least five barriers to effective communication.

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

   e. ____________________

TEST

5. State five ways of overcoming communication barriers.

a. ______________________ d. ______________________

b. ______________________ e. ______________________

c. ______________________

6. Select from the following list techniques for handling complaints. Write an "X" in the blank before each correct answer.

______a. When a legitimate complaint is heard, correct the situation

______b. Collect the facts that support your side

______c. Argue to prove your point

______d. Be fair and just

______e. Never admit your mistakes

______f. Allow others to express their point of view thoroughly

______g. Draw your own conclusions without wasting time to get facts

______h. Treat employee's complaints or grievances as a private matter

7. Match retention percentages to ways people learn. Write the correct percentage in the blanks provided.

	Ways People Learn	Approximate Percent Remembered
______________	a. Hearing	10 percent
______________	b. Saying	20 percent
______________	c. Reading	30 percent
______________	d. Hearing and seeing	50 percent
______________	e. Saying and doing	70 percent
______________	f. Seeing	90 percent

TEST

8. Name at least three types of media.

a. ______________________________

b. ______________________________

c. ______________________________

9. Select from the following list uses of media in communication. Write an "X" in the blank before each correct answer.

______a. Directing learner's attention to important points

______b. Raising questions

______c. Clarifying and simplifying complex concepts

______d. Entertaining learner

______e. Allowing learner to rest

______f. Providing diversity and variety in learning experiences

______g. Explaining details

(NOTE: Test questions 10-15 list the assignment sheets. They are an important part of this test. If you have not completed sheets, check with your instructor.)

10. Practice listening skills.

11. Make recommendations to improve communication.

12. Evaluate use of nonverbal communication skills.

13. Make recommendations to improve listening skills

14. Conduct a class on communication skills.

15. Analyze voice qualities.

IMPROVING COMMUNICATIONS
UNIT II

ANSWERS TO TEST

1.

a.	14	e.	16	i.	10	m.	12
b.	13	f.	9	j.	6	n.	3
c.	15	g.	4	k.	8	o.	2
d.	11	h.	7	l.	5	p.	1

2. Description should include the following

   a. Consists of giving and receiving information: the triangle

      1) Sender
      2) Message
      3) Receiver

   b. Follows routes or lines in business

      1) To management
      2) To colleagues
      3) To employees

   c. Includes four factors

      1) Listening
      2) Speaking
      3) Reading
      4) Writing

   d. Consists of two types

      1) Verbal
      2) Nonverbal

3. Answer should include any six of the following:

   a. Be sensitive
   b. Be aware of multiple meanings
   c. Time communications carefully
   d. Avoid leading questions
   e. Use feedback
   f. Practice face-to-face conversation
   g. Observe nonverbal cues
   h. Listen attentively
   i. Use simple language
   j. Practice repetition

ANSWERS TO TEST

4. Answer should include any five of the following:

   a. Hearing what we expect to hear
   b. Misunderstanding points that support existing beliefs
   d. Choosing points that support existing beliefs
   d. Misinterpreting message
   e. Interpreting message in terms of our background and experience
   f. Interpreting message in terms of our self-interest
   g. Allowing moods to affect communication
   h. Not stating message clearly or specifically

5. Answer should include the following:

   a. Communicate honestly
   b. Use verbal and nonverbal feedback
   c. Keep your promises
   d. Use multiple channels of communication
   e. Appeal to human needs

6. a d, f, h

7. a. 20 percent
   b. 70 percent
   c. 10 percent
   d. 50 percent
   e. 90 percent
   f. 30 percent

8. Answer should include any three of the following

   a. Visual manner
   b. Audio material
   c. Audiovisual material
   d. Printed material

9. a, b, c, f, g

10. Evaluated to the satisfaction of the instructor

11. Evaluated to the satisfaction of the instructor

12. Evaluated to the satisfaction of the instructor

ANSWERS TO TEST

13. Evaluated to the satisfaction of the instructor

14. Evaluated to the satisfaction of the instructor

15. Evaluated to the satisfaction of the instructor

USING WORDS CORRECTLY
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to apply the rules of subject and verb agreement, distinguish between pairs of words easily confused, and apply rules of standard word use. The student will show this knowledge by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Distinguish between singular and plural subjects.
3. Distinguish between singular and plural verbs.
4. Select from a list rules of subject and verb agreement.
5. Write sentences in which subjects and verbs agree.
6. Select verbs that agree in number with subjects.
7. Select verbs for singular pronoun subjects.
8. Select verbs for plural pronoun subjects.
9. Select verbs for the subjects *some*, *any*, *all*, *most*, *each*, and *none*.
10. Select verbs for subjects joined by *and*.
11. Select verbs for combined plural and singular subjects joined by *or* or *nor*.
12. Select verbs for combined plural and singular subjects joined by *or* or *nor*.
13. Select verbs for subjects that follow verbs.
14. Match levels of English to their correct uses.
15. Distinguish between standard and nonstandard language in given sentences.
16. Select from a list sentences free of unnecessary words or letters.
17. Select from a list sentences containing words with correct endings.

OBJECTIVE SHEET

18. Choose correct use of adjective/adverb pairs.

19. Choose correct use of easily confused words.

USING WORDS CORRECTLY
UNIT III

SUGGESTED ACTIVITIES

I. Unit contents

- A. Objective sheet
- B. Suggested activities
  1. Supplement #1 — Preliminary Quiz on Terms and Definitions, Information Sheet, Section I
  2. Transparency Master #1 — Language Levels (Examples)
- C. Information sheet
- D. Assignment sheets
  1. Assignment Sheet #1 — Select Verbs That Agree in Number With Subjects
  2. Assignment Sheet #2 — Select Verbs For Singular Pronoun Subjects
  3. Assignment Sheet #3 — Select Verbs For Plural Pronoun Subjects
  4. Assignment Sheet #4 — Select Verbs For the Subjects *Some, Any, All, Most, Each*, and *None*
  5. Assignment Sheet #5 — Select Verbs for Subjects Joined by *And*
  6. Assignment Sheet #6 — Select Verbs for Subjects Joined by *Or* or *Nor*
  7. Assignment Sheet #7 — Select Verbs for Combined Plural and Singular Subjects, Joined by *Or* or *Nor*
  8. Assignment Sheet #8 — Select Verbs For Subjects That Follow Verbs and Rewrite Sentences to Eliminate False Subjects
  9. Assignment Sheet #9 — Distinguish Between Standard and Nonstandard English in Given Sentences
  10. Assignment Sheet #10 — Cross Out Unnecessary Words or Letters in Given Sentences
  11. Assignment Sheet #11 — Choose Words With Correct Endings
  12. Assignment Sheet #12 — Choose *Good, Well, Bad, Badly* in Given Sentences

SUGGESTED ACTIVITIES

13. Assignment Sheet #13 — Choose Correct Word Use in Given Sentences

E. Answers to assignment sheets

F. Test

G. Answers to test

II. Instructor's guide

A. Review unit and plan presentation.

B. Introduce unit.

- Have students write for five minutes their single-word reactions to the word *writing*. When time limit is up, ask them to read aloud what they have written. On chalkboard, write down as many of their responses as possible, then note how many words supplied seem negative and how many seem positive. Discussion can point out that while people often see writing as difficult, knowing basic rules can help free them from writing apprehension.

- Have students write a paragraph introducing themselves to the class. Ask them to read the paragraphs aloud. Respond conversationally to their paragraphs, introducing yourself in the same way.

  (NOTE: Both these preliminary assignments make three attempts: first, they work to establish a favorable class attitude toward the subject; second, they introduce the students to you, each other, and the subject; third, they begin to reveal the connection between thought, writing, and speech.)

C. Provide students with unit.

D. Discuss unit and specific objectives.

E. Discuss information and assignment sheets.

1. Use Information Sheet, Section I, to discuss terms and definitions associated with using words correctly.

   - Give students a brief quiz over Section I terms and definitions before proceeding. (Supplement #1)

2. Use Information Sheet, Section II, to discuss characteristics of a singular subject and characteristics of a plural subject.

   - Ask students, in turn, to give their own examples of categories A and B.

3. Use Information Sheet, Section III, to discuss singular verbs and plural verbs.

   - Note to students that the third-person singular verb endings given in category 4 under Section A resemble the usual English plural for nouns, so may be confusing to non-native speakers of English.

SUGGESTED ACTIVITIES

- Have students write down their own list of five singular verbs and five plural verbs. Ask them to read them aloud.

  (NOTE: For most native speakers of English, this will be a simple assignment and will give them some assurance of their own proficiency, even if problems develop in later assignments.)

(NOTE: Sections 4-10 of this guide suggest the use of assignment sheets. Here are the instructor's options:

Option 1 — Have students complete sheets on their own, following discussion of the Information Sheet in class. Then review their answers in turn together in class. When a student gives a wrong answer, briefly refer the whole class back to corresponding section of answer sheet.

Option 2 — Assign only half of each assignment sheet as classwork, reserving half for homework. [With class review of answers.]

Option 3 — Assign sheets exclusively as homework, with class review of completed work.

(Non-native speakers of English and students with learning disabilities may have difficulty with this material even after class review. Such students may progress faster with teachers trained especially in those fields.)

4. Use Information Sheet, Section IV, to discuss rules of subject and verb agreement.

   - Use Assignment Sheet #1 to evaluate students' ability to select verbs that agree in number with subjects. (Subheadings A and B)
   - Use Assignment Sheet #2 to evaluate students' ability to select verbs for singular pronoun subjects. (Subheading C)
   - Use Assignment Sheet #3 to evaluate students' ability to select verbs for plural pronoun subjects. (Subheading D)
   - Use Assignment Sheet #4 to evaluate students' ability to select verbs for the subjects *some*, *any*, *all*, *most*, *each*, and *none*. (Subheading E)
   - Use Assignment Sheet #5 to evaluate students' ability to select verbs for subjects joined by *and*. (Subheading F)
   - Use Assignment Sheet #6 to evaluate students' ability to select verbs for subjects joined by *or* or *nor* (Subheading G)
   - Use Assignment Sheet #7 to evaluate students' ability to select verbs for combined plural and singular subjects joined by *or* or *nor*. (Subheading H)

SUGGESTED ACTIVITIES

- Use Assignment Sheet #8 to evaluate students' ability to select verbs for subjects that follow verbs, and rewrite sentences A-T to eliminate their false subjects.

5. Use Information Sheet, Section V, to discuss levels of English and their uses.

   - Display Transparency #1 to illustrate language levels.

   - Have students discuss their experiences hearing different levels or types of English.

   (NOTE: The instructor should be careful to keep discussion of language types on a descriptive, objective level, avoiding judgmental comment. Many language patterns within the *illiterate*, for example, may represent regional or ethnic dialects with their own grammatical rules. For an excellent discussion of this situation, see *Errors and Expectations* by Mina P. Shaughnessy, listed in references section.)

6. Use Information Sheet, Section VI, to discuss examples of standard and nonstandard language.

   - Use Assignment Sheet #9 to distinguish between standard and nonstandard language in given sentences.

7. Use Information Sheet, Section VII, to discuss unnecessary words or letters.

   - Use Assignment Sheet #10 to cross out unnecessary words or letters in given sentences.

8. Use Information Sheet, Section VIII, to discuss words with correct endings.

   - Use Assignment Sheet #11 to choose words with correct endings.

9. Use Information Sheet, Section IX, to discuss correct use of adjective/adverb pairs.

   - Use Assignment Sheet #12 to choose *good*, *well*, *bad*, *badly* in given sentences.

10. Use Information Sheet, Section 10, to discuss correct use of easily confused words.

    - Use Assignment Sheet #13 to choose correct word use in given sentences.

F. Give test.

SUGGESTED ACTIVITIES

G. Critique test and discuss in class.

H. Reteach and retest as necessary.

III. Unit references

A. Herman, William. *The Portable English Handbook*. 3rd ed. New York: Holt, Rinehart, and Winston, 1986.

B. Mallery, Richard D. *Grammar, Rhetoric, and Composition*. New York: Barnes & Noble Books, Harper & Row, 1967.

C. Shaughnessy, Mina P. *Errors and Expectations: A Guide for the Teacher of Basic Writing*. New York: Oxford University Press, 1977.

USING WORDS CORRECLTY
UNIT III

SUPPLEMENT #1 — PRELIMINARY QUIZ ON TERMS AND DEFINITIONS, INFORMATION SHEET, SECTION I

INSTRUCTIONS: Write definitions given on Information Sheet, Section I, for the following terms:

TERMS **DEFINITION**

A. Noun ____________________

B. Pronoun ____________________

C. Verb ____________________

D. Sentence ____________________

E. Subject ____________________

F. Predicate ____________________

G. Singular ____________________

H. Plural ____________________

I. Adjective ____________________

J. Adverb ____________________

K. Agreement ____________________

L. Standard ____________________

M. Nonstandard ____________________

N. Formal ____________________

O. Informal ____________________

P. Slang ____________________

Q. Illiterate ____________________

R. Preposition ____________________

(For quiz answers, see Information Sheet, Section I.)

Language Levels (Examples)

FORMAL

I observed the charming young lady and longed to tell her of my affection and admiration for her. Therefore, I sent her a lovely bouquet of roses.

INFORMAL

I watched the pretty girl and wanted to tell her how much I liked her, so I sent her some flowers.

SLANG

I sized up this gorgeous chick and wanted to tell her how gone I was on her, so I took her a bunch of posies.

ILLITERATE

Like, I seen this here kid, you know. I like her, but I ain't never told her yet. I brung her some flowers, though.

USING WORDS CORRECTLY
UNIT III

INFORMATION SHEET

I. Terms and definitions associated with using words correctly

A. Noun — Word that names something

B. Pronoun — Word that replaces a noun

C. Verb — Word that indicates an action or state

D. Sentence — Arrangement of words indicating an actor (subject) and an action (predicate)

E. Subject — Part of sentence that names something (subjects contain nouns or noun equivalents)

F. Predicate — Part of sentence that says something about subject (predicates largely contain verbs)

G. Singular — Word referring to one element

H. Plural — Word referring to more than one element

I. Adjective — Word that describes a noun or pronoun

J. Adverb — Word that describes a verb, adjective, or other adverb

K. Agreement — Subject/verb match in number

L. Standard — Language uniformly regarded as clearly understandable by educated native speakers: includes formal and informal levels

M. Nonstandard — Language that violates grammatical conventions of educated native speakers: includes slang and illiterate levels

N. Formal — Standard language reserved for serious, impersonal expression of information

O. Informal — Standard language used for everyday expression

P. Slang — Nonstandard informal language composed of consciously-created new words

Q. Illiterate — Nonstandard language composed of grammar and words used in ignorance of basic rules of reading and writing

R. Preposition — Word that connects a noun or a pronoun with other elements in a phrase or sentence

INFORMATION SHEET

II. Characteristics of a singular subject and characteristics of a plural subject

   A. Singular subject

      1. Names only one person, place, or thing

         EXAMPLE: *Boswell* works as a mechanic.

      2. Is used with a singular verb

         EXAMPLE: The *car was* expertly repaired.
         The *machine runs* smoothly.

   B. Plural subject

      1. Names more than one person, place, or thing

         EXAMPLE: *Boswell* and *Bronson* work as mechanics.

      2. Is used with a plural verb

         EXAMPLES: The *cars were* expertly repaired.
         The *machines run* smoothly.

III. Singular verbs and plural verbs

   A. Singular verbs

      1. Is (he, she, it)

      2. Was (past tense of *is*: use with he, she, it)

      3. Has (he, she, it)

      4. Action verbs that ends in *s*

         EXAMPLES: Walk*s*, sit*s*, laugh*s*, crie*s*

      5. Doesn't

         (NOTE: *Does* is a verb and *not* is an adverb, but when the two are combined in a contraction [doesn't], the word functions as a singular verb.)

   B. Plural verbs

      1. Are (*we*, *you*, *they*: also, *you* in singular)

      2. Were (past tense of *are*: use with *we*, *you*, *they*, and *you* in singular)

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3. Have (*we*, *you*, *they*: also, *I* and *you* in singular)

4. Action verbs that do not end in *s*

   EXAMPLES: Walk, sit, laugh, cry

5. Don't

   (NOTE: *Do* is a verb and *not* is an adverb, but when the two are combined in a contraction [don't], the word functions as a plural verb.)

IV. Rules of subject and verb agreement

A. A verb agrees with its subject in number

(NOTE: *Number* refers to plural or singular. A plural subject takes a plural verb, and a singular subject takes a singular verb.)

EXAMPLES: *Joe is going* to school.
Joe = singular subject
is going = singular verb

They are going to school.
They = plural subject
are going = plural verb

B. The number of a subject is not changed by a phrase following the subject

(NOTE: Never match a verb to the object of a preposition.)

EXAMPLE: *One* of the tools *is* missing.
One = singular subject
is = singular verb
of the tools = prepositional phrase containing plural object, *tools*

C. Singular pronouns such as *each*, *either*, *neither*, *one*, *everyone*, *everybody*, *no one*, *nobody*, *anyone*, *anybody*, *someone*, and *somebody* take a singular verb when they are used as subjects of sentences

EXAMPLE: *Everybody is* trying to build a bird house in carpentry class.
Everybody = singular pronoun subject
is = singular verb

D. Plural pronouns such as *several*, *few*, *both*, and *many* take a plural verb when they are used as subjects of sentences

EXAMPLE: *Few* people *have* time for recreation.
Few = plural pronoun subject
have = plural verb

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E. Pronouns such as *some*, *all*, *any*, *most*, and *none*, when used as subjects of sentences, may take a plural or a singular verb depending upon the word to which they are referring

EXAMPLES: *Some* of the food *was* eaten.
Some what?
Some food
food = singular
was = singular verb

Some of the apples *were* eaten.
Some what?
Some apples
apples = plural
were = plural verb

F. Subjects joined by *and* take a plural verb

EXAMPLES: *Bob and Linda* always *ask* intelligent questions.
Bob and Linda = subjects joined by *and*
ask = plural verb

Bicycling and swimming are good exercises.
Bicycling and swimming = subjects joined by *and*
are = plural verb

G. Singular subjects joined by *or* or *nor* take a singular verb

EXAMPLES: *Jane or Scott* always *asks* intelligent questions.
Jane asks intelligent questions.
Scott asks intelligent questions.
Jane or Scott = singular subjects joined by *or*
asks = singular verb

Bicycling or swimming is good exercise.
Bicycling or swimming = singular subjects joined by *or*
is = singular verb

H. Singular subjects and plural subjects joined by *or* or *nor* take the verb that agrees with the subject nearer the verb

EXAMPLE: The *teacher or the students have been* in the classroom.
teacher = singular subject
students = plural subject nearer the verb
have been = plural verb

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I. In sentences beginning with a false subject, such as *there* and *here*, the verb agrees with the actual subject

EXAMPLE: *There are* many *trees* in this forest.
There = false subject
trees = actual subject (plural)
are = plural verb

(NOTE: Sentences with false subjects are wordy and should be avoided in formal writing.)

PREFERRED: Many *trees are* in this forest.

V. Levels of English and their uses

A. Standard English

1. Formal

a. Use in serious writing or speaking

b. Use when writing compositions

c. Use whenever you wish to make a good impression

2. Informal

a. Use when speaking or writing to friends or family members

b. Do not use in compositions, except in dialog

c. Use in everyday situations requiring proper English

B. Nonstandard English

1. Slang

a. Used in casual conversation; "fad" language

b. Should not be used in speaking or writing, except to illustrate dramatic characters

2. Illiterate

a. Used by uneducated

b. Should not be used in speaking and writing except to illustrate dramatic characters

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VI. Examples of standard and nonstandard language

A. *Done* — Use with helping verbs *has, have, had, was, will be*

(NOTE: *Did* is the past form of *do*.)

EXAMPLES: Nonstandard — The carpenters *done* all they could.
Standard — The carpenters *did* all they could.
Standard — The carpenters *had done* all they could.

B. *Seen* — Use with the helping verbs *has, have, had, was, will be*

(NOTE: *Saw* is the past form of *see*; *seen* is a participle.)

EXAMPLES: Nonstandard — I *seen* that movie already.
Standard — I *saw* that movie already.
Standard — I *have seen* that movie already.

C. *Don't* — Use only with plural nouns and pronouns, or *I*; means *do not*

(NOTE: If using *he*, *she*, or *it*, use *doesn't*.)

EXAMPLES: Nonstandard — He *don't* work after 5 P.M.
Standard — He *doesn't* work after 5 P.M.
Standard — They *don't* work after 5 P.M.

D. *Himself* — Sometimes used incorrectly as *hisself*

(NOTE: *Hisself* is a word from a nonstandard dialect.)

EXAMPLES: Nonstandard — The electrician accidentally shocked *hisself*.
Standard — The electrician accidentally shocked *himself*.

E. *Themselves* — Sometimes used incorrectly as *theirselves*.

(NOTE: Only the pronoun *themselves* works as an object of a sentence or phrase.)

EXAMPLES: Nonstandard — The girls saw *theirselves* in the mirror.
Standard — The girls saw *themselves* in the mirror.

F. *Like* — Do not use in place of *as if* or *as though*

G. *As if* — May be used in place of *as though*

EXAMPLES: Nonstandard — He worked *like* he was tired.
Standard — He worked *as if* he were tired.

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H. *Alot* — Should always be spelled as two words: a lot

I. *Brought* — Sometimes used incorrectly as *brung*

(NOTE: *Brought* is the past form of *bring*.)

EXAMPLES: Nonstandard — I *brung* my lunch to work.
Standard — I *brought* my lunch to work.

VII. Unnecessary words or letters

A. *Anywheres*, *everywheres*, nowheres

(NOTE: Many people put an "s" on the end of these words, but it is not needed.)

EXAMPLES: I can't find the hacksaw *anywhere*.
We look *everywhere*.
It is *nowhere* in this room.

B. *Where at*

EXAMPLES: "*Where* were you staying *at*?" (incorrect)
"*Where* were you staying?" (correct)

C. *Had ought*, *hadn't ought*, *might ought*, *might could*

(NOTE: Do not use *had* or *might* with *ought* or *could*. Use *ought not* instead of *hadn't ought*.)

EXAMPLES: We *had ought* to buy that car. (incorrect)
We *ought* to buy that car. (correct)
He *hadn't ought* to have done it. (incorrect)
He *ought not* to have done it. (correct)
We *might could* go to the dance. (incorrect)
We *could* go to the dance. (correct)

D. *Off of*

(NOTE: Do not use *off of* for *off* or *from*.)

EXAMPLES: We jumped *off of* the truck. (incorrect)
We got *off* the truck. (correct)
We jumped *from* the truck. (correct)

E. *This here*

(NOTE: Use either *this* OR *here*.)

EXAMPLES: *This here* is my exam. (incorrect)
This is my exam. (correct)
Here is my exam. (correct)

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F. *That there*

(NOTE: Use *that* alone.)

EXAMPLES: *That there* hammer is too large. (incorrect)
That hammer is too large. (correct)

G. *Can't hardly*

(NOTE: *Can't* and *hardly* are negative words. Do not use two negative words in the same sentence.)

EXAMPLES: She *can't hardly* button her dress. (incorrect)
She *can hardly* button her dress. (correct)

H. *In front of*
In back of

(NOTE: These phrases are wordy. Use *before* and *behind* instead.)

EXAMPLES: He stood *in front of* the mirror. (incorrect)
He stood *before* the mirror. (correct)
The child hid *in back of* the box. (incorrect)
The child hid *behind* the box. (correct)

I. *Due to the fact that*

(NOTE: This phrase is wordy. Use *because* instead.)

EXAMPLES: *Due to the fact that* you were late for class, you must remain after class for ten minutes. (incorrect)
Because you were late for class, you must remain after class for ten minutes. (correct)

J. *At this point in time*

(NOTE: This phrase is word. Use *now*, *right now*, or *today* instead.)

EXAMPLES: I cannot work the problem *at this point in time*. (incorrect)
I cannot work the problem *now*. (correct)

VIII. Words with correct endings

(NOTE: In nonstandard dialects, plural or singular endings are often left off words ending in "sk" or "s" which are difficult to pronounce.)

A. *Scientists* — Sometimes used incorrectly as *scientist*

EXAMPLES:The *scientist* are working on an experiment. (incorrect)
The *scientists* are working on an experiment. (correct)

INFORMATION SHEET

B. *Asks* — Use with *he*, *she*, or *it*

EXAMPLES: She *ask* many questions in class. (incorrect)
She *asks* many questions in class. (correct)

C. *Prejudiced/prejudices* — Sometimes used incorrectly as *prejudice*

(NOTE: To make the noun "prejudice" an adjective, add "ed"; to make it plural, add "s.")

EXAMPLES: Her *prejudice* prevents her from being fair-minded. (noun)
She is a very *prejudiced* person. (adjective)
Her *prejudices* prevent her from being fair-minded. (plural noun)

D. *Supposed* — Sometimes used incorrectly as *suppose*

EXAMPLES: You are not *suppose* to use that machine. (incorrect)
You are not *supposed* to use that machine. (correct)

E. *Used* — Sometimes used incorrectly as *use*

EXAMPLES: You are not as thin as you *use* to be. (incorrect)
You are not as thin as you *used* to be. (correct)

IX. Correct use of adjective/adverb pairs

A. *Bad* — Use with sense verbs (*touch*, *taste*, *feel*) or to describe a noun
Badly — Use to describe verbs

EXAMPLES: The vocational teacher feels *bad* this morning.
The unprepared class session went *badly*.

B. *Well* — Adverb used to describe adjectives, verbs, and other adverbs; also used to describe someone's health (she is *well*), someone's dress (he is *well*-dressed), and something that is satisfactory (all is *well*)
Good — Adjective used to describe nouns

EXAMPLES: You performed that job very *well*.
You did a *good* job.

X. Correct use of easily confused words

A. *Accept* — To receive
Except — To leave out, omit

EXAMPLES: We *accept* your gift.
I make good grades *except* in English.

INFORMATION SHEET

B. *Affect* — To influence, impress, or produce a change in
Effect — The result, outcome

EXAMPLES: His leaving will not *affect* my decision.
I like the *effect* of those new drapes.

C. *Between* — Use with two persons or things
Among — Use with three or more persons or things

EXAMPLES: It is hard to choose *between* a male and a female for this job.
No agreement could be reached *among* the committee members.

D. *In* — Means *inside*, or *within*
Into — Means *to the inside of* (a direction); NOTE: *in* is also acceptable here
In to — Used as separate words; indicates beginning of a verb form

EXAMPLES: He is *in* the house.
He will go *into* the house.
He will go *in to see* her.

E. *Have* — Used correctly to express conditional past tense
Of — Used incorrectly to reflect pronunciation of contraction, *could've* (*could have*)

EXAMPLE: They (*could*, *would*, *might*) *have* gone yesterday.

F. *Their* — Pronoun indicating possession of something
There — Adverb telling where something is
They're — Contraction of *they are*

EXAMPLES: *Their* car is being repaired.
There are many cars on the lot.
They're worried they'll lose *theirs*.

G. *To* — Preposition indicating a direction
Too — Adverb meaning *excessively*, *also*, *very*
Two — A number (may be used as adjective or noun)

EXAMPLES: I'll go *to* the movies.
It isn't *too* expensive—you should go, *too*.
The tickets cost *two* dollars, and *two* can get in for the price of one.

H. *A* — Used before words beginning with letters other than *a*, *e*, *i*, *o*, *u*
An — Used before words beginning with *a*, *e*, *i*, *o*, *u* and silent *h*
And — Used to join two or more words or groups of words

EXAMPLES: He used *a* vacuum to clean the carpet.
The vacuum needed *an* attachment.
He used *a* dusting tool *and an* upholstery tool.

INFORMATION SHEET

I. *Its* — Possessive pronoun; shows ownership
It's — Contraction for it is

EXAMPLES: The rule has metric measurements on *its* reverse side.
It's exactly 30 centimeters long.

J. *Sit* — To take a sitting position; to be in place
Set — To put something down or in place

EXAMPLES: The clock *sits* on the mantle.
The worker *sits* in front of a machine.
Please *set* the clock on the mantle.
Set your tools on that bench.

K. *Leave* — To go away from; to place something and go away; not to change something
Let — To permit

EXAMPLES: I *leave* shop at 3:30 P.M.
I will *leave* my homework on your desk.
Please *leave* the door open.
Don't *let* the machine get too hot.
Let the cat out, please.

L. *Rise* — To go up; to get up; to come up
Raise — To lift something

EXAMPLES: I *rise* each morning at seven.
Please straighten the rug when I *raise* the chair.

M. *Lie* — To rest in a flat position
Lay — To put or place something

EXAMPLES: I must *lie* down for a minute.
Don't leave your tools *lying* around.
You may *lay* your tools on the work bench.
Where shall I *lay* these packages?

N. *Loose* — Not firm; not fastened down
Lose — To be lost

EXAMPLE: Jessica will soon *lose* her *loose* tooth.

O. *Quiet* — Not noisy
Quit — To stop having, using, or doing something
Quite — Completely; very

EXAMPLES: My English class is very *quiet*.
I will *quit* working on the project now.
This is *quite* a good project.

USING WORDS CORRECTLY
UNIT III

ASSIGNMENT SHEET #1 — SELECT VERBS THAT AGREE IN NUMBER WITH SUBJECTS

NAME ______________________ SCORE ____________

A verb must agree with its subject in number. A singular subject takes a singular verb, and a plural subject takes a plural verb.

PART I

Circle the correct verb in parentheses that agrees with the subject. Underline the subject in each sentence.

EXAMPLE: Here (is, are) the stamps for your letter.

A. A plumber (work, works) with specialized tools.

B. Two horses (jump, jumps) better than the others.

C. Burt's tractor (pulls, pull) stumps and brush from the fields.

D. The race cars (go, goes) around the oval track 10 times.

E. The club motorcycles (run, runs) 300 miles on a tank of gas.

F. Mice (eat, eats) seeds and plants but rarely eat cheese.

G. The pencil (sharpens, sharpen) to a fine point.

H. Everyone (try, tries) to answer questions honestly.

I. Several of my friends (has, have) taken that shop class.

J. Sara (cook, cooks) spaghetti in her largest pot.

K. Mike (does, do) what his supervisor asks of him.

L. All of them (read, reads) well.

M. Both (is, are) interested in technical books.

N. That lady always (buy, buys) two pounds of ground beef.

O. The men (travel, travels) from city to city on business.

P. Few of the students (participate, participates) in practical jokes.

Q. Calves (play, plays) when they are not hungry.

R. The girls (talk, talks) about their vocational classes.

S. Janie (swim, swims) better than her brother, Jeff.

T. This job (pays, pay) well.

ASSIGNMENT SHEET #1

PART II

Write an "X" in the blanks before those subjects and verbs that agree. Write an "O" in the blanks before those that do not agree.

______A. houses has

______B. John give

______C. choice increases

______D. supervisor talks

______E. suitcases were

______F. hunger were

______G. caverns was

______H. people were

______I. flowers is

______J. dresses seems

PART III

Correct the verbs in the following sentences. Cross out the wrong verb, and write the correct one above it.

EXAMPLE: Was these dishes dried properly?

A. Bill don't like detective stories.

B. Helicopters is at the airport.

C. The paintings in the museum is insured for a million dollars.

D. Lunch were good today.

E. Ammonia, as well as other household cleaners, are poison.

F. The channel between the islands are marked by buoys.

G. Kim or her brother are going to the freshman picnic.

H. The boys has organized a baseball team.

I. Don't Terry plan to run for president of FFA?

J. Mary Lou haven't made plans for the beauty contest.

USING WORDS CORRECTLY
UNIT III

ASSIGNMENT SHEET #2 — SELECT VERBS FOR SINGULAR PRONOUN SUBJECTS

NAME ______________________________ SCORE ______________

Singular pronouns take a singular verb when used as subjects of sentences.

PART I

Circle the correct verb in parentheses in each of the following sentences. Underline the subject in each sentence.

EXAMPLE: Each of my interviews (teach, teaches) me something useful.

A. One of Tim's brothers (is, are) going to Oklahoma University.

B. One of our trees (was, were) struck by lightning.

C. Either the battery or the bulb in my two flashlights (has, have) burned out.

D. Everybody (dance, dances) at the prom.

E. Someone (has, have) the hammer and nails.

F. Nobody (swim, swims) across our city lake.

G. Anyone (studies, study) to make good grades.

H. Neither of the workers (knows, know) how to change the fuse in the fusebox.

I. Everybody (was, were) requesting refunds on the product.

J. Each of the students (was, were) entering the vocational class.

PART II

Write an "X" in the blank before each sentence in which the subject and verb agree. Write an "O" in the blank before each sentence in which the subject and verb do not agree.

_____A. Somebody in the crowd were snoring.

_____B. Each of the boys tries to outdo the other.

_____C. Someone works on the project every day.

_____D. One of the cabinets contain paint supplies.

_____E. Each of the waiters is standing in the doorway.

ASSIGNMENT SHEET #2

_____F. One assistant answers the telephone.

_____G. Neither of the projects has any value.

_____H. Everyone talks about the festival.

_____I. Each of the farmers use modern machines.

_____J. Some leaks is hard to find.

PART III

Correct the verbs in the following sentences. Cross out the wrong verb and write the correct one above it.

EXAMPLE: Each of the students get a chance to speak.

A. Either of these buses take you to the school.

B. Every one of the classes are interesting.

C. Either one of these two dresses fit you well.

D. Each of my teachers give long homework assignments.

E. Any one of these students know how to rebuild an engine.

F. A few of the hand tools needs to be cleaned.

G. Neither horseplay nor joking are allowed in shop.

H. Each of my friends were expecting me to help with the project.

I. Either of those tools are suitable.

J. Each of the cars were going in a different direction.

USING WORDS CORRECTLY
UNIT III

ASSIGNMENT SHEET #3 — SELECT VERBS FOR PLURAL PRONOUN SUBJECTS

NAME ______________________________ SCORE ______________

Plural pronouns take a plural verb when used as subjects of sentences.

PART I

Circle the correct verb in parentheses in each of the following sentences. Underline the subject in each sentence.

EXAMPLE: Both the red tie and the blue tie (look, looks) good with that shirt.

A. Many of us (like, likes) long books.

B. Few of the pies (was, were) left after the bake sale.

C. Both of the trees (need, needs) trimming.

D. Both steamboats had rounded the bend and (was, were) out of sight.

E. Many parades (begin, begins) with the marshall of the parade riding in a convertible.

F. Both cars (has, have) vinyl tops.

G. Many students (study, studies) in front of a television set.

H. Several cards (was, were) mailed to the PTA members.

I. Few people (vote, votes) on rainy days.

J. Many candy bars (is, are) made of chocolate and nuts.

PART II

Correct the verbs in the following sentences. Cross out the wrong verb, and then write the correct one in the blank to the left of each sentence.

EXAMPLE: ______________A. Several of my friends is going to the game.

______________A. Few of the students has failed the test.

______________B. Several plants is poisonous.

______________C. Many in the group asks questions.

______________D. Both of the problems is difficult.

ASSIGNMENT SHEET #3

__________________E. Both my parents works for the same company.

__________________F. Few plumbers makes house calls.

__________________G. Many supervisors works for large construction companies.

__________________H. Several cooks attends the workshops related to baking.

__________________I. Several of my friends says I read too much.

__________________J. Many tables is made of walnut.

USING WORDS CORRECTLY
UNIT III

ASSIGNMENT SHEET #4 — SELECT VERBS FOR THE SUBJECTS *SOME*, *ANY*, *ALL*, *MOST*, *EACH*, AND *NONE*

NAME ____ SCORE ____________

The words *some*, *any*, *all*, *most*, *each*, and *none* may take a plural verb or a singular verb depending upon the word to which they are referring.

PART I

In the following sentences, choose the verb that agrees with the subject. Write the correct verbs in the blanks.

EXAMPLE: All of the chores ________________ done well. (was, were)

A. Some of the pictures ________________ burned in the fire. (was, were)

B. All of the chairs ________________ comfortable. (look, looks)

C. None of the work ________________ hard. (is, are)

D. Each of the cartons ________________ full. (was, were)

E. Some of the salt shakers ________________ broken. (is, are)

F. Most of us ________________ to the house plans. (agree, agrees)

G. All of the boys ________________ failing grades except one. (has, have)

H. Any of the candidates ________________ to the crowd at the rally. (speaks, speak)

I. Some of the eggs ________________ rotten. (was, were)

J. Most of the money ________________ contributed by entertainers and movie stars. (was, were)

PART II

Write ten sentences of your own containing the subjects *some*, *any*, *all*, *most*, *each*, and *none*. Make sure that your verb matches the word that your subject is referring to.

A. ____

____

B. ____

____

ASSIGNMENT SHEET #4

C. ______________________________

____

D. ______________________________

____

E. ______________________________

____

F. ______________________________

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G. ______________________________

____

H. ______________________________

____

I. ______________________________

____

J. ______________________________

____

USING WORDS CORRECTLY
UNIT III

ASSIGNMENT SHEET #5 — SELECT VERBS FOR SUBJECTS JOINED BY *AND*

NAME ______________________________ SCORE ____________

Subjects joined by *and* take a plural verb.

PART I

Write an "X" in the blank before each sentence in which the subject and verb agree. Write an "O" in the blank before each sentence in which the subject and verb do not agree.

_____A. A tree and a telephone pole was lying in the road.

_____B. Sally and Marie are in my class.

_____C. Roxanne and Dana has a cute humorous duet.

_____D. Sharyl and Jeff is all-state actors.

_____E. The engine and a car of the train were derailed.

_____F. Reading and playing the piano is what Lynn likes to do.

_____G. Kristi and Shelley is cute girls.

_____H. Gasoline and clean rags are essential when cleaning paintbrushes.

_____I. Bolts and screwdrivers was ordered by Mr. Rushing.

_____J. Ms. Riley and Mrs. Shepherd does substitute teaching.

PART II

Write ten sentences of your own containing the following compound subjects joined by *and*. Make sure that your verb matches the compound subject.

A. *mops and buckets* ____

____

____

B. *pencils and paper* ____

____

____

ASSIGNMENT SHEET #5

C. *mothers and fathers* ____.

D. *hammer and nails* ____

E. *saws and blades* ____

F. *washers and dryers* ____

G. *necklaces and rings* ____

H. *golf and tennis* ____

I. *rod and reels* ____

J. *teachers and students* ____

USING WORDS CORRECTLY
UNIT III

ASSIGNMENT SHEET #6 — SELECT VERBS FOR SUBJECTS JOINED BY *OR* OR *NOR*

NAME ______________________________ SCORE ______________

Singular subjects joined by *or* or *nor* take a singular verb.

PART I

In the following sentences, choose the verb that agrees with the subject. Write the correct verbs in the blanks.

EXAMPLE: The dog or the cat ____________ torn up the newspaper. (has, have)

A. Reading or writing ____________ better than watching television. (is, are)

B. Melinda or Michael ____________ dancing lessons. (take, takes)

C. The flower or the skunk ____________ very strong. (smell, smells)

D. Neither the bedspread nor curtain ____________ going to match the carpet. (is, are)

E. Bread or a roll ____________ been served to the group of ladies. (has, have)

F. Swimming or tennis ____________ appeal to me. (don't, doesn't)

G. Neither Carl nor Fred ____________ been sick for a week. (has, have)

H. Carlsbad Caverns or Mt. Rushmore ____________ a good vacation site. (is, are)

I. Neither the boy nor girl ____________ responsible for the accident. (is, are)

J. Ms. Dillon or a teacher ____________ been going to the campsite with the students. (has, have)

PART II

Write ten sentences of your own containing the following compound subjects joined by *or* or *nor*. Be sure to write the correct verbs in your sentences.

A. *she or he* ______________________________

____

____

ASSIGNMENT SHEET #6

B. *buckets or pails*

C. *vacuums or sweepers*

D. *a letter or a telegram*

E. *a ball peen hammer or a claw hammer*

F. *neither mud nor snow*

G. *the principal or his assistant*

H. *baking soda or ammonia*

I. *neither red nor green*

J. *Kirk or his sister*

USING WORDS CORRECTLY
UNIT III

ASSIGNMENT SHEET #7 — SELECT VERBS FOR COMBINED PLURAL AND SINGULAR SUBJECTS JOINED BY *OR* OR *NOR*

NAME ______________________________ SCORE ______________

Singular and plural subjects joined by *or* or *nor* take the verb that agrees with the subject nearer the verb.

PART I

Circle the correct verb in parentheses in each of the following sentences.

EXAMPLE: Neither a banjo nor two guitars (sound, sounds) right for this part.

A. Hamburger meat or buns (was, were) bought for our class picnic.

B. The teacher or students (is, are) not in the classroom.

C. Neither the President nor his aides (was, were) on the airplane.

D. Neither the singers nor the piano player (has, have) memorized the music.

E. Either the captain of the team or the coaches (plan, plans) to attend the pep rally.

F. Girls or a boy (sews, sew) the carpentry aprons for our carpentry class.

G. Neither Tina nor her helpers (make, makes) good cupcakes.

H. Either Jack Thompson or the school board members (don't, doesn't) agree with the proposal for the new high school.

I. Neither the record player nor the records (play, plays) clearly.

J. Either Mother or the ladies (is, are) going to the convention in the city.

PART II

Write ten sentences of your own containing the following combined singular and plural subjects. Make sure that your verb matches the subject closer to it.

A. *clock or watches* ______________________________

____

____

ASSIGNMENT SHEET #7

B. *brothers or sister* ____________________

C. *fence or walls* ____________________

D. *materials or tool* ____________________

E. *town or cities* ____________________

F. *neither the drywall nor rafters* ____________________

G. *washer or dryers* ____________________

H. *green shirt or blue shirts* ____________________

I. *pebbles or stone* ____________________

J. *neither sickness nor injuries* ____________________

USING WORDS CORRECTLY
UNIT III

ASSIGNMENT SHEET #8 — SELECT VERBS FOR SUBJECTS THAT FOLLOW VERBS AND REWRITE SENTENCES TO ELIMINATE FALSE SUBJECTS

NAME ____ SCORE ________________

Every sentence that begins *There is*, *There are*, or *Here is*, *Here are*, is a turned-around sentence in which the subject *follows* the verb. In question sentences the subject either follows the verb or comes between two parts of the divided verb.

PART I

Underline the subject in each of the following sentences. Then select the verb that agrees with the subject and write it in the blank provided.

EXAMPLE: Here ________________ the newspaper article I need. (is, are)

A. There ________________ many curves in this road. (is, are)

B. There ________________ rules that must be followed in shop. (is, are)

C. There ________________ a rule that must be followed in shop. (is, are)

D. Here ________________ the papers that you wanted. (is, are)

E. Here ________________ a list of the groceries we need to buy. (is, are)

F. There ________________ no tools available for the students. (was, were)

G. There ________________ too many parties lately. (has been, have been)

H. Here ________________ the résumé you asked for. (is, are)

I. Fortunately, there ________________ two positions available. (was, were)

J. Here ________________ my parents, Linda and Michael Jones. (is, are)

K. How much ________________ those tool kits? (is, are)

L. How ________________ your herb garden doing? (is, are)

M. ________________ either of you going to make a project? (Is, Are)

N. ________________ that cake look delicious? (Doesn't, Don't)

O. ________________ those dresses look expensive? (Doesn't, Don't)

P. ________________ any one of you ever built a brick fireplace? (Has, Have)

ASSIGNMENT SHEET #8

Q. ____________ your sister ever been to Chicago? (Has, Have)

R. ____________ two entrances to this house. (There's, There are)

S. ____________ my pile of textbooks? (Where's, Where are)

T. ____________ some tools for your project. (Here's, Here are)

PART II

Rewrite sentences A-T appearing in Part I to eliminate their false subjects, using correct verbs. You may create subjects, if necessary.

EXAMPLE: Given Version: *There are* too many parties lately.
Corrected Version: *People have been having* too many parties lately.

A. ____

B. ____

C. ____

D. ____

E. ____

F. ____

G. ____

H. ____

I. ____

J. ____

K. ____

L. ____

M. ____

N. ____

O. ____

P. ____

Q. ____

ASSIGNMENT SHEET #8

R. ____

S. ____

T. ____

USING WORDS CORRECTLY
UNIT III

ASSIGNMENT SHEET #9 — DISTINGUISH BETWEEN STANDARD AND NONSTANDARD ENGLISH IN GIVEN SENTENCES

NAME ______________________________ SCORE ______________

Choose standard usage terms in sentences. In each of the following sentences, circle the correct standard usage word(s).

EXAMPLE: The students congratulated (theirselves, themselves).

PART I

A. Our supervisor (don't, doesn't) allow any foolishness on the job.

B. The boys got (theirselves, themselves) in trouble because they weren't working.

C. They were standing around (as if, like) everything was done.

D. Dad says a man can be proud of (himself, hisself) when he gives a full day's work for a full day's pay.

E. I have (did, done) more than my share of work today.

F. I did (alot, a lot) of heavy lifting.

G. My supervisor (saw, seen) me do it.

H. I (saw, seen) that there was more work to be done.

I. Have you (brought, brung) in the clothes yet?

PART II

A. The boy (brought, brung) the correct tools.

B. He (doesn't, don't) always get finished this soon.

C. He is very proud of (himself, hisself).

D. Many people could be proud of (theirselves, themselves) if they worked better.

E. Shake my hand (as if, like) you mean it.

F. The workers have (saw, seen) that a good job was done.

G. (Alot, A lot) of them (doesn't, don't) want the building moved or destroyed.

H. They could finish it (theirselves, themselves).

I. She prepared lunch (as if, like) she were a professional cook.

J. She said that her brother (saw, seen) her (himself, hisself).

USING WORDS CORRECTLY
UNIT III

ASSIGNMENT SHEET #10 — CROSS OUT UNNECESSARY WORDS OR LETTERS IN GIVEN SENTENCES

NAME ______________________________ SCORE ______________

Cross out unnecessary words or letters in the following sentences. Write the corrected word or words in the blank to the left of each sentence. Write a "C" in the blanks before those sentences that are correctly written.

EXAMPLE: ______________ At this point in time I am ready to quit.

______________ A. Dad can't find his paint brushes anywheres.

______________ B. He had ought to put them away after cleaning them.

______________ C. Where will you be working at when school is out?

______________ D. I will be working in front of a crowd.

______________ E. I can't hardly drive a nail straight.

______________ F. There is a switch in back of that door.

______________ G. Unload the lumber off of the truck.

______________ H. Due to the fact that you might fall, you ought not walk on the ledge.

______________ I. That there torch can cause you to be blind.

______________ J. The blueprints were nowhere in sight.

______________ K. We can hardly wait to rebuild our transmission.

______________ L. At this point in time we can get money from the boss.

______________ M. Everywheres we looked, we saw girls and boys cooking hamburgers.

______________ N. We had no trouble finding where the cooking contest was held at.

______________ O. We ought not go hungry.

______________ P. That there girl will probably win this prize.

______________ Q. Where will we be eating?

______________ R. Take the pickles off of my hamburger.

______________ S. When the cookout was over, fires everywhere were put out.

______________ T. We can't hardly cause a forest fire.

USING WORDS CORRECTLY
UNIT III

ASSIGNMENT SHEET #11 — CHOOSE WORDS WITH CORRECT ENDINGS

NAME ________________________________ SCORE ______________

The following sentences contain words whose endings are often omitted. Circle the word(s) with the correct endings. You may refer to your Information Sheet if necessary.

EXAMPLE: The NASA space (scientist, scientists) are busy.

A. You are not (suppose, supposed) to operate broken equipment.

B. I always (ask, asks) my instructor if I do not understand.

C. He is not a (prejudice, prejudiced) person.

D. The two (scientist, scientists) solved the problem.

E. The teacher (ask, asks) many questions.

F. I (use, used) to have many (prejudice, prejudices).

G. What am I (suppose, supposed) to do?

H. How many (scientist, scientists) attended the meeting?

I. (Prejudice, Prejudiced) can be very harmful.

J. How am I (suppose, supposed) to get (use, used) to this?

USING WORDS CORRECTLY
UNIT III

ASSIGNMENT SHEET #12 — CHOOSE *GOOD*, *WELL*, *BAD*, AND *BADLY* IN GIVEN SENTENCES

NAME ______________________________ SCORE ______________

Read the following sentences, and then circle the correct adjective or adverb in parentheses. You may refer to your Information Sheet if necessary.

EXAMPLE: This spaghetti tastes very (good, well).

A. The welder did her job very (good, well).

B. "I can do this job (good, well)," said the carpenter.

C. The man was not burned (bad, badly) when the grease splattered on him.

D. The car battery was in (bad, badly) shape.

E. His sister is a (good, well) cook.

F. The teacher was (good, well) dressed for the interview.

G. The picnic turned out (good, well).

H. (Bad, Badly) tires can cause an accident.

I. This house needs a paint job (bad, badly).

J. The (bad, badly) mechanic blamed his tools.

USING WORDS CORRECTLY
UNIT III

ASSIGNMENT SHEET #13 — CHOOSE CORRECT WORD USE IN GIVEN SENTENCES

NAME ______________________________ SCORE ______________

The following sentences contain easily confused words. Circle the correct word in each of the following sentences. You may refer to your Information Sheet if necessary.

EXAMPLE: This machine does not (except, accept) coins.

PART I

A. Do not (accept, except) as truth everything someone tells you.

B. We must (accept, except) the lowest construction bid.

C. (Accept, Except) for a few minor problems, the motor runs well.

D. Everyone passed the test (accept, except) Tony.

E. A strike will have no (affect, effect) on this job.

F. What the teacher said (affected, effected) me.

G. Does smoking (affect, effect) you?

H. The (affect, effect) of pollution on the environment is obvious.

I. Painting the house caused an argument (among, between) Mother and Dad.

J. The work was divided (among, between) Jean, Paula, and Nicole.

K. The boys walked (among, between) the many machines in the plant.

L. (Among, Between) you and me, there should be no hard feelings.

M. The prize money given by the class will be divided (among, between) the members of our family.

N. The boys poured concrete (in, into) the bucket.

O. Please come (in, into) the cellar to see our concrete work.

P. We will go (in, into) a few minutes.

Q. I live (in, into) a world of working people.

R. There are at least one hundred workers (in, into) this factory.

ASSIGNMENT SHEET #13

PART II

A. You could (have, of) built the swing set.

B. Before wiring the lamp you should (have, of) read the directions.

C. Your homework could (have, of) been done before the game.

D. The men were proud of (their, there, they're) work.

E. He placed the hammer (their, there, they're) on the shelf.

F. What were you doing (their, there, they're)?

G. (Their, There, They're) friends of the supervisor.

H. Some people are lazy when (their, there, they're) needed for work.

I. The class wanted (their, there, they're) teacher to explain the rules.

J. Some people want only (their, there, they're) pay.

PART III

A. Our class went (to, too, two) visit a construction site.

B. We talked with (to, too, two) people who built bridges.

C. One of them said (to, too, two) many people were out of work unnecessarily.

D. It is easy (to, too, two) get a job if you know a trade.

E. I am glad I can go (to, too, two) vo-tech classes.

F. I am learning welding at (a, an, and) good school.

G. Yesterday we were taught to light (a, an, and) acetylene torch.

H. There are both boys (an, and) girls in our class.

I. The first thing that was taught was (a, an, and) course on safety.

J. Be careful with matches when (a, an, and) oxygen tank is in use.

PART IV

A. (It's, Its) a beautiful day for completing our project.

B. This machine is dangerous; (it's, its) safety guard should never be removed.

ASSIGNMENT SHEET #13

C. If (it's, its) removed, you may injure yourself.

D. (It's, Its) parts have very sharp grinding edges.

E. Ivory is the safety code color applied to (it's, its) edges.

F. Ivory is a good safety color because (it's, its) easy to see.

G. Moths are attracted to light colors, however, and that large moth lost (it's, its) life by flying into the machine.

H. Look, there is (it's, its) dusty pink wing.

I. I know what kind of moth that is; (it's, its) called a sphinx or hummingbird moth.

J. Well, (it's, its) time to clean up now, so let's put the tools away.

PART V

A. Please (sit, set) the project on that shelf.

B. The project (sits, sets) on the second shelf.

C. Last week you left the project (sitting, setting) on the floor.

D. You didn't know where to (sit, set) it.

E. Remember that it always (sits, sets) in the same place.

F. (Leave, Let) me put the project away the next time.

G. I would never (leave, let) it (sit, set) on the floor.

H. If you (leave, let) the project out, it may get broken.

I. I will (leave, let) the instructor know that we have put it away properly.

PART VI

A. Never leave your tools (lying, laying) around.

B. When you (lie, lay) a tool down, remember where you put it.

C. Once you misplaced a tool, and it (lay, laid) there for a week.

D. These small tools always (lie, lay) in that shallow drawer.

E. That one has (lain, laid) there for a long time.

ASSIGNMENT SHEET #13

F. Once William (lay, laid) a heavy anvil on his hand.

G. He had to (lie, lay) in bed for a day.

H. He had to (lie, lay) very still in order not to move his hand.

I. His mother (lay, laid) an ice pack on his hand.

J. "(Lie, Lay) one on my forehead, too," William moaned.

PART VII

A. Watch out for that (lose, loose) board.

B. It is difficult to (rise, raise) a flag when it is windy.

C. We must (quit, quite) being so noisy.

D. I like a (quite, quiet) place to study.

E. Don't (lose, loose) that blueprint.

F. That blueprint is (quiet, quite) valuable.

G. Please (rise, raise) for the flag salute.

H. The level of the river has (rose, risen).

I. (Raise, Rise) that window a bit, please.

J. This yeast will make the bread (raise, rise).

USING WORDS CORRECTLY
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

PART I

A. plumber; works
B. horses; jump
C. tractor; pulls
D. cars; go
E. motorcycles; run
F. Mice; eat
G. pencil; sharpens
H. Everyone; tries
I. Several; have
J. Sara; cooks
K. Mike; does
L. All; read
M. Both; are
N. lady; buys
O. men; travel
P. Few; participate
Q. calves; play
R. girls; talk
S. Janie; swims
T. job; pays

PART II

A. O
B. O
C. X
D. X
E. X
F. O
G. O
H. X
I. O
J. O

PART III

A. doesn't
B. are
C. are
D. was
E. is
F. is
G. is
H. have
I. Doesn't
J. hasn't

Assignment Sheet #2

PART I

A. One; is
B. One; was
C. Either; has
D. Everybody; dances
E. Someone; has
F. Nobody; swims
G. Anyone; studies
H. Neither; knows
I. Everybody; was
J. Each; was

PART II

A. O
B. X
C. X
D. O
E. X
F. X
G. X
H. X
I. O
J. O

ANSWERS TO ASSIGNMENT SHEETS

PART III

A. takes
B. is
C. fits
D. gives
E. knows
F. need
G. is
H. was
I. is
J. is or was

Assignment Sheet #3

PART I

A. Many; like
B. Few; were
C. Both; need
D. Both; were
E. Many; begin
F. Both; have
G. Many; study
H. Several; were
I. Few; vote
J. Many; are

PART II

A. have; has
B. are; is
C. ask; asks
D. are; is
E. work; works
F. make; makes
G. work; works
H. attend; attends
I. say; says
J. are; is

Assignment Sheet #4

PART I

A. were
B. look
C. is
D. were
E. are
F. agree
G. have
H. speak
I. were
J. was

PART II — Evaluated to the satisfaction of the instructor

Assignment Sheet #5

PART I

A. O
B. X
C. O
D. O
E. X
F. O
G. O
H. X
I. O
J. O

ANSWERS TO ASSIGNMENT SHEETS

PART II — Evaluated to the satisfaction of the instructor

Assignment Sheet #6

PART I

A. is
B. takes
C. smells
D. is
E. has
F. doesn't
G. has
H. is
I. is
J. has

PART II — Evaluated to the satisfaction of the instructor

Assignment Sheet #7

PART I

A. were
B. are
C. were
D. has
E. plan
F. sews
G. make
H. don't
I. play
J. are

PART II — Evaluated to the satisfaction of the instructor

Assignment Sheet #8

PART I

A. are; curves
B. are; rules
C. is; rule
D. are; papers
E. is; list
F. were; tools
G. have been; parties
H. is; résumé
I. were; positions
J. are; parents
K. are; kits
L. is; garden
M. Is; either
N. Doesn't; cake
O. Don't dresses
P. Has; one
Q. Has; sister
R. There are; entrances
S. Where's; pile
T. Here are; tools

PART II — Evaluated to the satisfaction of the instructor

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #9

PART I

A. doesn't
B. themselves
C. as if
D. himself
E. done
F. a lot
G. saw
H. saw
I. brought

PART II

A. brought
B. doesn't
C. himself
D. themselves
E. as if
F. seen
G. A lot; don't
H. themselves
I. as if
J. saw; himself

Assignment Sheet #10

A. anywhere
B. ought
C. working
D. before
E. can hardly
F. behind
G. from
H. Because
I. That
J. C
K. C
L. Now, Right now, or Today
M. Everywhere
N. held
O. C
P. That
Q. C
R. off
S. C
T. can hardly

Assignment Sheet #11

A. supposed
B. ask
C. prejudiced
D. scientists
E. asks
F. used; prejudices
G. supposed
H. scientists
I. Prejudice
J. supposed; used

Assignment Sheet #12

A. well
B. well
C. badly
D. bad
E. good
F. well
G. well
H. Bad
I. badly
J. bad

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #13

PART I

A. accept
B. accept
C. Except
D. except
E. effect
F. affected
G. affect
H. effect
I. between
J. among
K. among
L. Between
M. among
N. into
O. into
P. in
Q. in
R. in

PART II

A. have
B. have
C. have
D. their
E. there
F. there
G. They're
H. they're
I. their
J. their

PART III

A. to
B. two
C. too
D. to
E. to
F. a
G. an
H. and
I. a
J. an

PART IV

A. It's
B. its
C. it's
D. Its
E. its
F. it's
G. its
H. its
I. it's
J. it's

PART V

A. set
B. sits
C. sitting
D. set
E. sits
F. Let
G. let, sit
H. leave
I. let

ANSWERS TO ASSIGNMENT SHEETS

PART VI

A. lying
B. lay
C. lay
D. lie
E. lain
F. laid
G. lie
H. lie
I. laid
J. Lay

PART VII

A. loose
B. raise
C. quit
D. quiet
E. lose
F. quite
G. rise
H. risen
I. Raise
J. rise

USING WORDS CORRECTLY
UNIT III

TEST

NAME ______________________________ SCORE ____________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

______a. Word used to describe a verb, adjective, or other adverb

______b. Language uniformly regarded as clearly understandable by educated native speakers: includes formal and informal levels

______c. Standard language used for everyday, personal expression

______d. Language that violates grammatical conventions of educated native speakers: includes slang and illiterate levels

______e. Standard language reserved for serious, impersonal expression of information

______f. Word that describes a noun or pronoun

______g. Word that names something

______h. Word that connects a noun or a pronoun with other elements in a phrase or sentence

______i. Nonstandard informal language composed of consciously-created new words

______j. Part of sentence that names something (contains noun or noun equivalent)

______k. Nonstandard language composed of grammar and words used in ignorance of basic rules of reading and writing

______l. Word that replaces a noun

______m. Word referring to one element

______n. Arrangement of words indicating an actor (subject) and an action (predicate)

______o. Word referring to more than one element

______p. Word that indicates an action or state

1. Standard
2. Nonstandard
3. Adjective
4. Adverb
5. Noun
6. Formal
7. Informal
8. Preposition
9. Slang
10. Illiterate
11. Plural
12. Predicate
13. Sentence
14. Verb
15. Subject
16. Singular
17. Agreement
18. Pronoun

TEST

______q. Subject/verb match in number

______r. Part of sentence that says something about subject (largely contains verbs and modifiers)

2. Distinguish between characteristics of a singular subject and characteristics of a plural subject. Write an "S" in the blanks before characteristics of singular subjects, and a "P" in the blanks before characteristics of plural subjects.

______a. Is used with singular verb

______b. Names more than one person, place, or thing

______c. Is used with plural verb

______d. Names only one person, place, or thing

3. Distinguish between singular verbs and plural verbs. Write an "S" in the blanks before singular verbs, and a "P" in the blanks before plural verbs.

______a. Is

______b. Was

______c. Action verbs that do not end in *s*

______d. Are

______e. Has

______f. Doesn't

______g. Were

______h. Have

______i. Action verbs that end in *s*

______j. Don't

4. (Part I) Write sentences in which subjects and verbs agree. Use the following words as the subjects of your sentences. Underline the verb in each sentence.

a. *each* ____

____

____

TEST

b. *questions and answers* ______________________________

____

____

c. *working or studying* ______________________________

____

____

d. *neither vegetables or fruit* ______________________________

____

____

e. *projects* (begin sentence with *There*) ______________________________

____

____

f. *both* ______________________________

____

____

g. *any* ______________________________

____

____

4. (Part II) Select from the following list rules of subject and verb agreement. Write an "X" in the blank before each correct statement.

_____a. A verb agrees with its subject in number

_____b. A verb does not agree with its subject in number

_____c. The number of a subject is not changed by a phrase following the subject

_____d. Singular pronouns such as *each*, *either*, *neither*, *one*, *everyone*, *everybody*, *no one*, *nobody*, *anyone*, *anybody*, *someone*, and *somebody*, take a singular verb when they are used as subjects of sentences

TEST

______e. Plural pronouns such as *several*, *few*, *both*, and *many*, take a plural verb when they are used as subjects of sentences

______f. Pronouns such as *some*, *all*, *any*, *most*, and *none*, when used as subjects of sentences, may take a plural or a singular verb, depending on the word to which they are referring

______g. Subjects joined by *and* take a plural verb

______h. Subjects joined by *and* may take a singular verb

______i. Singular subjects joined by *or* or *nor* take a singular verb

______j. Singular subjects and plural subjects joined by *or* or *nor* take the verb that agrees with the subject that is nearer the verb

______k. Words stating amounts are singular and take a singular verb

______l. In sentences beginning with a false subject, such as *there* and *here*, the verb agrees with the actual subject

5. Match levels of English usage to their correct uses. Write the correct numbers in the blanks. Numbers may be used more than once. Some blanks will contain more than one number. Uses are continued on the next page.

______a. Nonstandard English

______b. Standard English

______c. Used in casual conversation; "fad" language

______d. Use when writing compositions

______e. Do not use in compositions, except in dialog

______f. Used by uneducated

______g. Use in serious writing or speaking

______h. Use in everyday situations requiring proper English

______i. Should not be used in writing, except where necessary in dialog

______j. Use whenever you wish to make a good impression

______k. Use when speaking or writing to friends or family members

1. Formal
2. Informal
3. Slang
4. Illiterate

TEST

6. Distinguish between standard and nonstandard usage in the following sentences. Circle the correct word in parentheses.

   a. Rats have (did, done) severe damage to this insulation.

   b. I (doesn't, don't) know how they got in here.

   c. The teacher welded all the seams in this metal building (himself, hisself).

   d. (Alot, A lot) of damage is expensive.

   e. The teacher acted (as if, like) everything was normal.

   f. He (doesn't, don't) want us to move from the building.

   g. He (doesn't, don't) want us to kill the rats.

   h. The custodians will take care of the problem (theirselves, themselves).

   i. I (seen, saw) one of the rats myself.

   j. Now it looks as though it (brought, brung) its whole family with it.

7. Select from the following list sentences free of unnecessary words or letters. Write an "X" in the blank before each correct sentence.

   ______a. Where is the library at?

   ______b. Get down off of the roof.

   ______c. We ought not buy that car.

   ______d. We cannot go anywhere until the floor is shining.

   ______e. He stood before the audience to give his speech.

   ______f. A person can't hardly afford a car today.

   ______g. This here car costs $8,000.

   ______h. Due to the fact that cars are so expensive, I will not buy one at this point in time.

   ______i. There is dust in back of the refrigerator.

   ______j. The hammer is nowhere to be found.

   ______k. We ought to pack a picnic lunch for our trip.

TEST

______l. Don't jump from the side of the diving board.

______m. Because you are quiet, you may leave early.

______n. That there chisel is the wrong size for the job.

______o. We could go to the movies tonight.

______p. Anywheres you want to go is fine with me.

______q. At this point in time, I don't care where we go.

______r. That textbook is the one I used last year.

______s. It was lying behind my desk for a month.

______t. I am so full I can hardly eat another bite.

8. Select from the following list sentences containing words with correct endings. Write an "X" before each correct sentence.

______a. Three of the scientist worked on the project.

______b. They always ask a lot of interesting questions.

______c. The way she talks reveals her prejudices.

______d. Which direction is this valve suppose to turn?

______e. She used to ask for help every time she cleaned her house.

______f. He is a prejudice person.

______g. How many scientists attended the meeting?

______h. The school bus is supposed to stop at Elm Street.

______i. They are prejudiced committee members.

9. Choose correct use of adjective/adverb pairs. Circle the correct word in parentheses.

a. The actress knew her lines (good, well).

b. The dog did a (good, well) job with his tricks.

c. People and animals can work (good, well) together.

d. The small boy behaved (bad, badly).

e. He made his mother look (bad, badly).

TEST

10. Choose correct use of easily confused words. Circle the correct word in parentheses.

    a. I cannot (accept, except) the manager's offer.
    b. I will be working every day (accept, except) Friday.
    c. The move will have no (affect, effect) on Carla's cousin.
    d. In the city you will work (among, between) many different races of people.
    e. The welding class will meet (in, into) room 8.
    f. The work is to be shared evenly (among, between) the two girls.
    g. Daylight Savings Time will (affect, effect) my sleep habits.
    h. We had to go (in, into) the kitchen to wash the dishes.
    i. You could (have, of) made tacos.
    j. The boys are proud (have, of) their class.
    k. The bus stops (their, there, they're) everyday.
    l. The men took (their, there, they're) tools and left.
    m. When babies cry (their, there, they're) needing attention.
    n. We went (to, too, two) a lecture last night called "The Value of Work."
    o. The lecture was (to, too, two) long.
    p. (To, Too, Two) men fell asleep.
    q. (A, An, And) oxygen tank is needed right now.
    r. The class will read directions (an, and) do the project this morning.
    s. The class installed (a, an, and) lighting fixture in the cafeteria.
    t. (Sit, Set) that vase over there on the table.
    u. I will (quit, quite) working at 5:30 P.M.
    v. I feel tired and must (lie, lay) down.
    w. Did you (loose, lose) your keys?
    x. (Rise, Raise) the flag at dawn.

TEST

y. Don't (leave, let) the machine get too hot.

z. (It's Its) a shame that you broke your leg.

(NOTE: Test questions 11-23 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

11. Select verbs that agree in number with subjects.

12. Select verbs for singular pronoun subjects.

13. Select verbs for plural pronoun subjects.

14. Select verbs for the subjects *some*, *any*, *all*, *most*, *each*, and *none*.

15. Select verbs for subjects joined by *and*.

16. Select verbs for subjects joined by *or* or *nor*.

17. Select verbs for combined plural and singular subjects joined by *or* or *nor*.

18. Select verbs for subjects that follow verbs and rewrite sentences to eliminate false subjects.

19. Distinguish between standard and nonstandard English in given sentences.

20. Cross out unnecessary words or letters in given sentences.

21. Choose words with correct endings.

22. Choose *good*, *well*, *bad*, and *badly* in given sentences.

23. Choose correct word use in given sentences.

USING WORDS CORRECTLY
UNIT III

ANSWERS TO TEST

1. a. 4
b. 1
c. 7
d. 2
e. 6
f. 3
g. 5
h. 8
i. 9
j. 15
k. 10
l. 18
m. 16
n. 13
o. 11
p. 14
q. 17
r. 12

2. a. S
b. P
c. P
d. S

3. a. S
b. S
c. P
d. P
e. S
f. S
g. P
h. P
i. S
j. P

4. (Part I)

(NOTE: Sentences should contain verbs of the following number.)

a. Singular
b. Plural
c. Singular
d. Singular
e. Plural
f. Plural
g. Plural or singular depending upon the word to which verb is referring

4. (Part II)

a, c, d, e, f, g, i, j, k, l

5. a. 3, 4
b. 1, 2
c. 3
d. 1
e. 2
f. 4
g. 1
h. 2
i. 3
j. 1
k. 2
l. 4

ANSWERS TO TEST

6. a. done
   b. don't
   c. himself
   d. A lot
   e. as if
   f. doesn't
   g. doesn't
   h. themselves
   i. saw
   j. brought

7. c, d, e, i, k, l, m, o, r, s, t

8. b, c, e, g, h, i

9. a. well
   b. good
   c. well
   d. badly
   e. bad

10. a. accept
    b. except
    c. effect
    d. among
    e. in
    f. between
    g. affect
    h. into
    i. have
    j. of
    k. there
    l. their
    m. they're
    n. to
    o. too
    p. Two
    q. An
    r. and
    s. a
    t. Set
    u. quit
    v. lie
    w. lose
    x. Raise
    y. let
    z. It's

11. Evaluated to the satisfaction of the instructor

12. Evaluated to the satisfaction of the instructor

13. Evaluated to the satisfaction of the instructor

14. Evaluated to the satisfaction of the instructor

15. Evaluated to the satisfaction of the instructor

16. Evaluated to the satisfaction of the instructor

ANSWERS TO TEST

17. Evaluated to the satisfaction of the instructor

18. Evaluated to the satisfaction of the instructor

19. Evaluated to the satisfaction of the instructor

20. Evaluated to the satisfaction of the instructor

21. Evaluated to the satisfaction of the instructor

22. Evaluated to the satisfaction of the instructor

23. Evaluated to the satisfaction of the instructor

GIVING ORAL PRESENTATIONS
UNIT IV

UNIT OBJECTIVE

After completing this unit, the student should be able to select a topic; develop an outline; write an introduction, body and conclusion; and give a prepared speech. The student should also be able to prepare and give a demonstration and an illustrated talk. The student will show this knowledge by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match to their correct definitions terms associated with giving oral presentations.
2. Match phases of communication to their correct definitions.
3. Match types of group presentations to their correct descriptions.
4. Select from a list general purposes of a group presentation.
5. Select from a list of guidelines for preparing a successful speech.
6. Arrange in order steps to follow in writing a speech.
7. Select from a list guidelines to follow when gathering information for a speech.
8. State rules for using quotations and statistics in a speech.
9. Discuss reasons for using outlines.
10. Match principal parts of an outline to their correct definitions.
11. Define types of outlines.
12. State ways to develop proper delivery.
13. Select from a list ways to develop and add meaning to the delivery of a speech.
14. State reasons for using gestures when giving a speech.
15. State four ways to make a good impression when delivering a speech.
16. List factors to consider when listening to and evaluating a speech.
17. List ten organizations to consider in giving a speech.

OBJECTIVE SHEET

18. List the steps for presenting welcome addresses.
19. List the steps for presenting introductions.
20. List the steps for presenting awards.
21. Give a prepared one-minute talk.
22. Select a speech topic and gather information for a prepared speech.
23. Write an outline for a prepared speech.
24. Write an introduction for a prepared speech.
25. Write the body of a prepared speech.
26. Write the conclusion of a prepared speech.
27. Give a prepared speech.
28. Give a demonstration.
29. Give an illustrated talk.
30. Evaluate another student's speech.

GIVING ORAL PRESENTATIONS
UNIT IV

SUGGESTED ACTIVITIES

I. Unit contents

- A. Objective sheet
- B. Suggested activities
  - 1. Transparency masters
    - a. TM #1 — What Is an Outline?
    - b. TM #2 — Principal Parts of an Outline
    - c. TM #3 — What Should an Outline Look Like?
    - d. TM #4 — Topical Outline Style
    - e. TM #5 — Sentence Outline Style
- C. Information sheet
- D. Assignment sheets
  - 1. Assignment Sheet #1 — Give a Prepared One-Minute Talk
  - 2. Assignment Sheet #2 — Select a Speech Topic and Gather Information for a Prepared Speech
  - 3. Assignment Sheet #3 — Write an Outline for a Prepared Speech
  - 4. Assignment Sheet #4 — Write an Introduction for a Prepared Speech
  - 5. Assignment Sheet #5 — Write the Body of a Prepared Speech
  - 6. Assignment Sheet #6 — Write the Conclusion of a Prepared Speech
  - 7. Assignment Sheet #7 — Give a Prepared Speech
  - 8. Assignment Sheet #8 — Give a Demonstration
  - 9. Assignment Sheet #9 — Give an Illustrated Talk
  - 10. Assignment Sheet #10 — Evaluate Another Student's Speech
- E. Answers to assignment sheets

SUGGESTED ACTIVITIES

F. Test

G. Answers to test

II. Instructor's guide

A. Review unit and plan presentation.

B. Obtain materials to supplement unit.

1. Films

a. *JJ Gets Ready*, 10 minutes, Journal Films, 1977. Available from Journal Films, Inc., 930 Pitner Avenue, Evanston, Illinois 60202; phone, 800-323-5448 or 312-325-6700.

(NOTE: In this film, JJ and the viewers are introduced to the techniques and procedures of preparing to deliver a speech.)

b. *JJ Gets on His Feet*. Color, 10 minutes, Journal Films, 1977. Available from Journal Films, Inc., 930 Pitner Avenue, Evanston, Illinois 60202; phone 800-323-5448 or 312-325-6700.

(NOTE: In this film JJ learns the techniques that will help him to relax, deliver an effective presentation, and become a successful speaker.)

c. *Oral Communication*. Color, 28 minutes, National AV Center, 1976. Available from the National AV Center, General Service Administration, Section FF, Washington, D.C. 20409.

(NOTE: The film emphasizes two important aspects of oral communication: delivery and human relations. Appropriate choice of words, speed of speech, and body language are highlighted. Tips on listening carefully, avoiding arguments, encouraging the other person, and smiling are also illustrated.)

d. *Speaking to One or One Thousand*. Color, 21 minutes, 1980. Available on 16-mm film or 3/4-inch videotape. Purchase price $545, but the film can be rented. Available from McGraw-Hill Training Systems, Education Department, McGraw-Hill Book Company, 674 Via de la Valle, P.O. Box 641, Del Mar, California 92014; phone, 691-453-5000.

(NOTE: This film gives Toastmasters International's tips and do's and don'ts for making presentations.)

C. Introduce unit.

- Introduce the film *Oral Communication*, and then show it to the class.

SUGGESTED ACTIVITIES

D. Provide students with unit.

E. Discuss unit and specific objectives.

F. Discuss information and assignment sheets.

1. Use Information Sheet, Section I to discuss terms and definitions associated with giving oral presentations.

    - Have students collect pictures from magazines to show different gestures. Display these pictures in the classroom, and ask students to identify the ideas being communicated by each picture.

    - Give students the assignment of watching TV commercials for one night, taking notes on commercials, and then reporting to the class about the commercials that make the best use of gestures to convey their messages.

    - Show the class the page of entries you have copied from the *Reader's Guide to Periodical Literature*, or take the students to a library where all the volumes of the guide are available. Explain to students how the guide is used.

2. Use Information Sheet, Section II to discuss the phases of communication and their definitions.

    - Explain the difference between *hearing* a speaker and really *listening* to a speaker. Listening involves staying alert, resisting distractions, noting nonverbal cues, and concentrating on what the speaker is saying—receiving, processing, and evaluating the speaker's message.

    - Explain the difference between *talking* and *speaking*. Speaking involves using effective verbal skills (such as proper diction, grammar, pronunciation) as well as effective nonverbal skills (such as visible body movements, facial expressions and gestures, and posture) to communicate a message.

    - Explain the term *particular purpose* in each of the definitions presented in this section of the information sheet. Point out that people gives speeches for one of three reasons: to inform the audience, to persuade the audience, or to integrate the members of the audience (pep talks, speeches of welcome, introductions). People listen to speeches to be informed on a subject, to hear reasons why they should be persuaded by the speaker, and to be integrated into a group.

    - Discuss Assignment Sheet #1 and have each student complete the assignment sheet. This assignment will help the student adapt to speaking before an audience quickly.

SUGGESTED ACTIVITIES

- List the words *inform*, *persuade*, and *integrate* as three column headings on the chalkboard. Then conduct a class discussion, asking students to give examples of speech topics that might fit under these headings. Give each student an opportunity to come up with a speech topic until it seems the possibilities are exhausted.

  EXAMPLE: A speech about encouraging people to join the alumni association should be classified under the *persuade* column.

3. Use Information Sheet, Sections III and IV to make students aware of different types of presentations and their purposes. Stress the importance of selecting the right kind of presentation for the purpose required. Have students complete Assignment Sheets #1 and #2.

   - Show film *J.J. Gets to His Feet.*

   - After students review Sections II and III, have them develop a list of situations in which each type of presentation would be most effective.

   - Ask students to state their intended purpose as they complete Assignment Sheet #1. Was the purpose to entertain, inform, or influence?

4. Use Information Sheet, Section V to discuss guidelines for preparing a successful speech.

   - Explain that knowing your audience is one of the most important aspects of a successful speech.

   - Discuss the rest of the guidelines, continuing with the example used for the first guideline. For instance, to illustrate the guideline "choose information that is current and timely," tell students that they should try to center speeches around current events or topics.

5. Use Information Sheet, Sections VI through XI to discuss information students will need in writing a speech: steps to follow in writing a speech, guidelines to follow when gathering information for a speech, rules for using quotations and statistics in a speech, reasons for using outlines, principal parts of an outline, and the types of outlines.

   - Discuss with students the importance of following the order of the steps presented in Section VI of the information sheet. Explain that they will save themselves much time and energy if they do not get the cart before the horse when writing a speech.

   - When discussing Section VII point out to students the various trade magazines and journals available to them in classroom. Show students how to complete tasks associated with researching a subject. For example, show students how to use a table of contents in a magazine to locate articles, how to scan an article to determine its usefulness as a reference, and how to record key information (take notes) from a useful article.

SUGGESTED ACTIVITIES

- Take students on a prearranged field trip to either the school or public library.

- When discussing Section VIII emphasize that although using statistics and quotations in a speech can serve to help the speaker make a point, their use should be limited, and when used, they must be quoted precisely and in context and be correctly identified as to source and data. Show students how to record quotations and statistics on index cards.

- When discussing Sections IX through XI point out that outlining is a basic skill used to create the framework in all forms of communication. Explain that students will same time in organizing their ideas and in recognizing their speeches' strengths and weaknesses if they will make outlines *before* attempting to write their speeches. Use Transparency #1 to illustrate your discussion.

  Discuss the parts of an outline, using Transparency #2 to illustrate your discussion.

  Discuss the types of outlines, using Transparencies #3 through #5 to illustrate your discussion.

- Discuss Assignment Sheets #1 through #5. Guide students through these assignment sheets in the order they are presented, and have students turn in one assignment sheet for evaluation before they proceed to the next assignment sheet.

6. Use Information Sheet, Sections XII through XV to discuss information students will need in delivering a speech: ways to develop proper delivery, ways to develop and add meaning to the delivery of a speech, reasons for using gestures when giving a speech, ways to make a good impression when delivering a speech.

   - Introduce and then show film *J.J. Gets Ready* and *Speaking to One or One Thousand*. Ask students to take notes over the methods to develop delivery that are presented in the films. Then have your students volunteer the methods they have listed as you discuss each and write it on the board.

7. Use Information Sheet, Section XVI to discuss factors to consider when listening to and evaluating a speech.

   - Explain that evaluating someone else's speech will also assist you in evaluating the quality of your own speech.

   - Introduce the videotape or cassette tape of *Prepared Public Speaking*, and then show or listen to the tape, asking students to use the factors listed in the information sheet to evaluate the strengths of each of the national winning speakers presented. Discuss students' evaluations after showing or listening to the tape.

SUGGESTED ACTIVITIES

8. Discuss Assignment Sheet #6 through #10 and then have students complete each assignment sheet.

   - In Assignment Sheet #6, every student will be required to present the speech he or she has written. Videotape each speech to use as a tool for evaluation and discussion.

   - In Assignment Sheet #10 students are asked to evaluate one speech only. However, if time permits, you may want to make more copies of the judge's score sheet so that students may evaluate all the speeches presented by fellow students.

9. Discuss Assignment Sheet #10 and have students complete.

10. Use Information Sheet, Section XVII, to discuss organizations to whom students should consider giving their presentations for additional practice and experience.

    - Contact one or more of the organizations mentioned and make plans for a couple of your students to giving a presentation to the organization. This is the best way for your students to prepare for public speaking contests.

11. Use Information Sheet, Sections XVIII through XX, as introductions to presenting welcome addresses, introductions, and awards.

    - Have a student present a welcome address to the class before the one-minute presentations, prepared speech, demonstration and illustrated talk.

    - Have each student present an introduction to the next speaker (student).

    - Have a mock awards presentation and allow each student to present an award to you or a fellow student.

G. Give test.

H. Critique test and discuss in class.

I. Reteach and retest as necessary.

III. Unit references

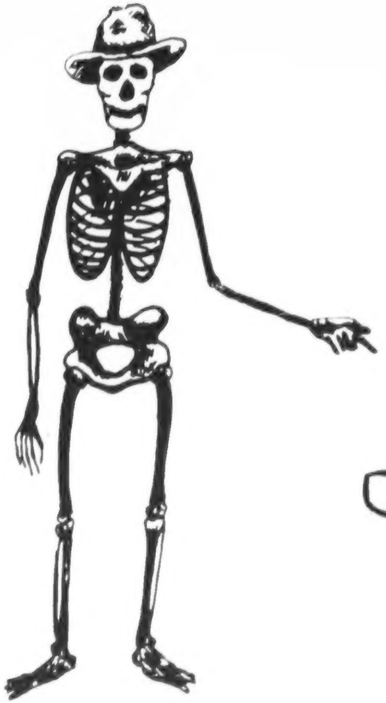
A. Dodrill, Earl. *Teaching Oral Communication Skills in Vocational Education.* Ithaca, New York: Cornell Institute for Occupational Education, 1980.

B. Eads, Freeman. *Technical Writing and Speaking.* Fayetteville: University of Arkansas Press, 1984.

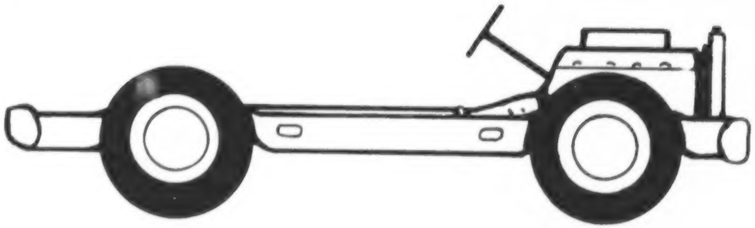
C. Prochow, Herbert V. and Prochow, Herbert V., Jr. *The Public Speakers Treasure Chest*, 4th ed. New York: Harper and Row, 1986.

What Is an Outline?

A Skeleton —



or a Frame —



An outline forms the framework of a speech.

Principal Parts of an Outline

I. INTRODUCTION:	Arouses interest in you and indicates your appreciation of the audience.
II. BODY:	Develops the main idea; lets the audience know what they are to hear and prepares them for good listening.
III. CONCLUSION:	Summarizes, reviews, urges action, or gains respect for ideas expressed.

What Should an Outline Look Like?

I. INTRODUCTION

II. BODY

  A. First main point

    1. Subpoint #1
    2. Subpoint #2

  B. Second main point

    1. Subpoint #1
    2. Subpoint #2

III. CONCLUSION

Topical Outline Style

TITLE

Disease Cures

- I. **INTRODUCTION**

  Importance of research

- II. **BODY**
  - A. **First Main Point**
    Identification of disease's cause
    1. Subpoint #1
    2. Subpoint #2
  - B. **Second Main Point**
    Isolation of disease
    1. Subpoint #1
    2. Subpoint #2

- III. **CONCLUSION**

  Possible cure

Sentence Outline Style

TITLE

Finding Cures for New Diseases

I. INTRODUCTION

Research of a new disease is essential to finding a cure. Begin with research and end with a possible cure.

II. BODY

A. First main point

The initial research begins with locating the disease's cause.

1. Subpoint #1
2. Subpoint #2

B. Second Main Point

After finding the cause, the disease is isolated and tested.

1. Subpoint #1
2. Subpoint #2

III. CONCLUSION

The result of the testing is a possible cure for the disease.

GIVING ORAL PRESENTATIONS
UNIT IV

INFORMATION SHEET

I. Terms and definitions associated with giving oral presentations

A. Speech — The communication or expression of thoughts in spoken words

B. Communication — Two-way process of speaking and listening

C. *Reader's Guide to Periodical Literature* — Monthly publication that identifies current magazine articles

(NOTE: The *Reader's Guide to Periodical Literature* may be found in most public libraries.)

D. Quotation — Statement in which another person's words are cited exactly

E. Statistics — Data in the form of facts and figures

F. Gesture — Facial expression or body motion used to emphasize an idea (Figures 1 and 2)

EXAMPLES:

FIGURE 1

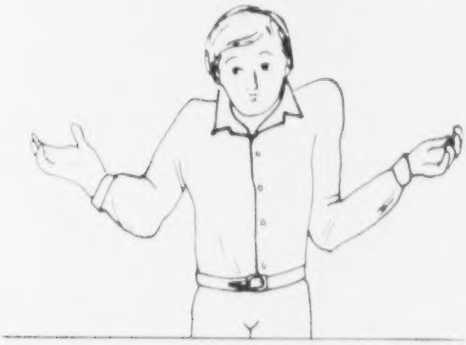
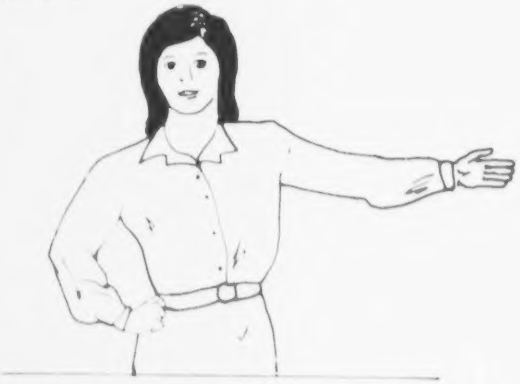


FIGURE 2



G. Articulate — To talk distinctly

H. Attitude — Position assumed for a specific purpose

I. Poise — Easy, self-possessed assurance of manner

J. Fluency — Quality of being effortlessly smooth and rapid; polished

INFORMATION SHEET

K. Outline — Logical organization of ideas that forms the framework of any story, essay, or other type of information

L. Context — Interrelationship of words in a paragraph or sentence that makes clear their exact meanings

II. Phases of communication and their definitions

A. Speaking — Using verbal and nonverbal expression to transmit a message to a receiver for a particular purpose

(NOTE: The speaker must use effective verbal skills [proper diction, grammar, pronunciation] as well as effective nonverbal skills [visible body movements, facial expressions and gestures, posture] to communicate a message.)

B. Listening — Receiving, processing, and evaluating verbal and nonverbal message expressed by sender for a particular purpose

(NOTE: Receiving, processing, and evaluating the speaker's message involves staying alert, resisting distractions, noting nonverbal cues, and concentrating on what the speaker is saying—really hearing the speaker's message.)

III. Types of group presentations

A. Demonstration — Presentation illustrating the step-by-step procedure for performing a task or assignment

B. Illustrated talk — Presentation using visual aids and objects to assist in making a point

C. Panel discussion — Presentation in which three or more individuals discuss a topic from different points of view

D. Prepared speech — Formal presentation following a logical sequence

E. Oral report — Presentation covering the facts of a speech, report, or written document

IV. General purposes of a group presentation

A. To inform

B. To influence

C. To entertain

V. Guidelines for preparing a successful speech

A. Choose an idea that is interesting to the audience

B. Choose an idea that is striking, different, or unusual

C. Choose information that is current and timely

INFORMATION SHEET

D. Make presentation clear to yourself

(NOTE: Think about logical order.)

E. Phrase speech clearly for your audience

F. Explain any new ideas or terms related to subject (topic)

G. Practice giving your speech

VI. Steps to follow in writing a speech

A. Select a familiar subject

B. Research available references

C. Record key information

EXAMPLE: Write on 3×5 cards

D. Develop an outline

E. Write a rough draft

F. Revise rough draft

G. Type or print the final copy

VII. Guidelines to follow when gathering information for a speech

(NOTE: Background information is available for the person who will look for it. The following list includes only a few reference possibilities.)

A. Check personal books

B. Review back issues of trade and business magazines

C. Check school and public libraries

D. Use *Reader's Guide to Periodical Literature* to locate magazine articles

E. Write to associations

F. Interview a resource person

EXAMPLES: President of a civic club, business owner, local politician, newspaper editor

G. Contact appropriate federal, state, or county government agencies

INFORMATION SHEET

H. Check educational facilities and their publications

I. Check newspapers

VIII. Rules for using quotations and statistics in a speech

A. Use only when needed to make a point

(NOTE: Limit the use of quotations in your speech; the audience wants to hear your opinions, not another author's opinions.)

B. Make sure the source and date of information are accurate

(NOTE: It is common courtesy to cite the author's name, and doing so often helps support your information.)

C. Keep the true meaning of the quotations and statistics

(NOTE: Use quotations and statistics in their original context.)

IX. Reasons for using outlines

A. To help you recognize the speech's strengths and weaknesses

B. To help you organize and develop your ideas

C. To help you save time when writing the speech

X. Principal parts of an outline and their definitions

A. Introduction — Beginning of speech; should attract and motivate audience

(NOTE: The introduction to a speech should get the audience's attention, state the purpose, relate the importance of the topic to the audience, and preview the main points to be covered.)

B. Body — Central theme of speech; carries main ideas

(NOTE: The body of a speech carries the speaker's message. It consists of the main points, subdivisions, and supporting detail. Its main objective is to develop fully the theme of your presentation.)

C. Conclusion — End of speech; reviews or summarizes main points of speech, or asks for action

(NOTE: The end of a speech is just as important as the beginning and must be accorded its proper allotment of preparation. Your conclusion must do two things: give your audience a feeling of completeness or satisfaction in terms of your having done what you set out to do, and center attention on the whole idea of your speech rather than on any part of it. In short, it must drive home the central message of the speech.)

INFORMATION SHEET

XI. Types of outlines and their definitions

A. Topical — Outline style using key words or phrases to express the order of the thoughts to be presented in a speech (See Figure 3)

B. Sentence — Outline style using complete sentences to express the order of the thoughts to be presented in a speech

(NOTE: The sentence outline is more complete and therefore usually a better outline style for beginning speakers to use. See Figure 4.)

EXAMPLES:

FIGURE 3: Topical outline style

TITLE

Disease Cures

I. **INTRODUCTION**

Importance of research

II. **BODY**

A. **First main point**

Identification of disease's cause

1. Subpoint #1
2. Subpoint #2

B. **Second main point**

Isolation of disease

1. Subpoint #1
2. Subpoint #2

III. **CONCLUSION**

Possible cure

FIGURE 4: Sentence outline style

TITLE

Finding Cures for New Diseases

I. **INTRODUCTION**

Research of a new disease is essential to finding a cure. Begin with research and end with a possible cure.

II. **BODY**

A. **First main point**

The initial research begins with locating the disease's cause.

1. Subpoint #1
2. Subpoint #2

B. **Second main point**

After finding the cause, the disease is isolated and tested.

1. Subpoint #1
2. Subpoint #2

III. **CONCLUSION**

The result of the testing is a possible cure for the disease.

INFORMATION SHEET

XII. Ways to develop proper delivery

- A. Practice speech in front of mirror
- B. Use tape or video recorder for evaluating delivery
- C. Practice giving speech in front of another person

XIII. Ways to develop and add meaning to the delivery of a speech

- A. Maintain eye contact
- B. Gesture

  EXAMPLES: Use your hands; vary facial expression

  (NOTE: Be yourself, but do not overact. Overacting focuses the audience's attention on the speaker, not on the speech.)

- C. Maintain good posture
- D. Move around
- E. Use voice control

XIV. Reasons for using gestures when giving a speech

- A. To emphasize specific thoughts
- B. To convey attitudes or moods
- C. To express thoughts and feelings

XV. Ways to make a good impression when delivering a speech

- A. Be neatly groomed
- B. Be prepared

  (NOTE: The best way to be prepared is to practice your speech until you know it well and can deliver it smoothly.)

- C. Let all important actions and gestures be seen clearly
- D. Be enthusiastic and confident
- E. Recognize that some fear is normal; do not get too upset
- F. Speak clearly and in a pleasant tone of voice

INFORMATION SHEET

XVI. Factors to consider when listening to and evaluating a speech

- A. Content of speech
    - 1. Important and appropriate subject
    - 2. Suitable materials
    - 3. Accurate statements
    - 4. Clear purpose
- B. Composition of speech
    - 1. Organized content
    - 2. Appropriate language
    - 3. Unified thoughts
    - 4. Proper sentence structure
    - 5. Logical development
    - 6. Accomplished purpose
- C. Speaker's voice quality
    - 1. Proper pitch
    - 2. Proper articulation
    - 3. Proper force
    - 4. Proper pronunciation
- D. Speaker's stage presence
    - 1. Appropriate attitude
    - 2. Good poise and body posture
    - 3. Ease before audience
    - 4. Appropriate personality
- E. Speaker's personal appearance
    - 1. Neat appearance
    - 2. Appropriate dress

INFORMATION SHEET

F. Speaker's power of expression

  1. Fluent
  2. Direct
  3. Emphatic
  4. Communicative
  5. Sincere
  6. Clear

G. Speaker's response to questions — Answers reflect speaker's originally, familiarity with subject, and ability to think quickly

H. General effect of speech — Speech was interesting, understandable, convincing, pleasing, and captivating

XVII. List of organizations to consider in giving a presentation:

Optimist Club

Lions Club

Kiwanis Club

Chamber of Commerce

Jaycees

Licensed Practical Nurses Association

Sales and Marketing Executive

Vocational Associations

League of Women Voters

State Education Association

Rotary Club

Toastmasters

Secondary School Principals

State Board of Education

INFORMATION SHEET

Local School Board

Chief School Officers

Parent-Teacher Association

American Legion

Century Club

Veterans of Foreign Wars

Labor Unions (AFL-CIO, etc.)

Medical Society

Other Youth Organizations (School, Vocational, Special Programs, Boy Scouts, etc.)

Better Business Bureau

Agency to Reduce Crime

Women's Club

Knights of Columbus

Retail Merchants Association

Public School Assemblies

City Council Meetings

House of Representatives and/or Senate

Local Business or Industry Board Meetings

XVIII. Steps for presenting welcome addresses

A. Always stay calm

B. State the purpose of meeting

C. Give your appreciation for the audience's attendance

XIX. Steps for presenting introductions

A. Always stay calm

B. Give brief background information about speaker

EXAMPLES: Schools, organizations, family, hobbies, education, occupations, etc.

INFORMATION SHEET

C. State the presentation's title (if possible)

D. State speaker's name last

E. Keep introduction under 1 1/2 minutes

F. Lead applause

G. Remain at podium until the speaker arrives at podium

H. Go around the speaker to your seat, not in front of the speaker

XX. Steps for presenting awards

A. Explain the award's importance

B. Introduce the recipient while discussing the recipient's accomplishments

C. Shake the recipient's *right* hand while handling the award with your left hand

(NOTE: This procedure requires your hands to cross; therefore, you should practice the motion several times prior to the presentation to avoid embarrassment.)

D. Encourage the recipient to face the audience

E. Lead applause

GIVING ORAL PRESENTATIONS
UNIT IV

ASSIGNMENT SHEET #1 — GIVE A PREPARED ONE-MINUTE TALK

NAME ______________________________ SCORE ______________

One of the best and easiest ways to begin preparing a presentation is to select a topic with which you are very familiar.

Prepare a one-minute talk about yourself, using the situation below

> Your instructor has informed you that you are to meet a new class member at the airport at 8:00 PM You have never met this person. Describe yourself in detail so that the person will be able to identify you in the crowd at the airport.

(NOTE: Prepare your remarks and description below and on the back of this page.)

GIVING ORAL PRESENTATIONS
UNIT IV

ASSIGNMENT SHEET #2 — SELECT A SPEECH TOPIC AND GATHER INFORMATION FOR PREPARED SPEECH

NAME ______________________________ SCORE ______________

Perhaps the most difficult part of writing a speech is getting started—selecting a topic and gathering information on that topic. In this assignment sheet you will be guided through these two "getting started" phases of speech writing.

PART I: Selecting a speech topic

Because you will feel more confident speaking on a topic that is interesting to you, select an area you already know something about or on which you can easily find information. Consider public health or social issues, political events, or school activities and issues.

EXAMPLES: AIDS Awareness, ADC and other welfare programs, professional and amateur athletics, presidential elections, student constitutional rights, etc.

ASSIGNMENT SHEET #2

PART II: Gathering information

Gathering information to develop your speech topic consists of two stages: (1) selecting possible reference materials and (2) recording key information from those references. To help you through these stages, follow the directions and complete Sections A and B.

A. Reread Section V of the information sheet, concerning guidelines to follow when gathering information for a speech, and then list possible references that may help you in finding background information to develop your speech topic. List those reference sources on the blanks below.

Selecting possible reference sources:

ASSIGNMENT SHEET #2

B. Read the following guidelines for recording information, and then, using the sources you listed in Section A, take notes to help you develop your speech topic. Hand in your notes to your instructor for evaluation.

Recording key information from references:

- Record information on 3×5 cards.
- If you are in doubt about whether or not to take a note, take it. It is easier to discard a note you do not need than to relocate a source.
- Summarize information in your own words without distorting the original thought.
- Do not copy information word-for-word from the original unless your source concisely sums up a great deal of information and you want to incorporate that quotation into your speech.
- If you copy a quotation, make sure you enclose it in quotation marks so later you will know that the note was quoted verbatim.
- Cite on each card the source and date of the information you have recorded.

GIVING ORAL PRESENTATIONS
UNIT IV

ASSIGNMENT SHEET #3 — WRITE AN OUTLINE FOR A PREPARED SPEECH

NAME ______________________ SCORE __________

After gathering information from available sources, the next step in developing a speech is to make an outline. After you have reviewed the notes you took over your reference material, outline your speech, using the space below. Use either the topic or sentence outline style discussed in Section IX of the information sheet. Have your instructor evaluate the completed outline.

TITLE

____

I. **INTRODUCTION**

____

____

II. **BODY**

A. **First main point**

____

____

1. Subpoint #1

____

____

2. Subpoint #2

____

____

B. **Second main point**

____

____

ASSIGNMENT SHEET #3

1. Subpoint #1

____

____

2. Subpoint #2

____

____

III. **CONCLUSION**

____

____

GIVING ORAL PRESENTATIONS
UNIT IV

ASSIGNMENT SHEET #4 — WRITE AN INTRODUCTION FOR A PREPARED SPEECH

NAME ______________________________ SCORE ______________

The introduction sets the stage for your speech. Select your words carefully. The introduction should be written in such a manner that the audience can identify with your speech. Make your sentences have meaning.

Using the outline you developed in Assignment Sheet #2, write the introduction to your speech. You may use the space below for your introduction. If more space is needed, use the back of this page. Have your instructor evaluate your completed introduction.

Speech title: ______________________________

Introduction: ______________________________

GIVING ORAL PRESENTATIONS
UNIT IV

ASSIGNMENT SHEET #5 — WRITE THE BODY OF A PREPARED SPEECH

NAME ______________________ SCORE __________

The body of your speech is the most important part of the speech. This part should be filled with useful information. The speech should flow from one point to another. Use words that have meaning and words that you feel comfortable using. If you use dates and figures, make sure that the sources are given.

A considerable amount of time should go into preparing this part of your speech. Using the outline you prepared in Assignment Sheet #2, write the body of your speech. Complete your speech body on notebook paper. Read through your speech and make modifications as needed. Have your instructor evaluate the completed body of your speech.

Speech title: ______________________

Body: ______________________

GIVING ORAL PRESENTATIONS
UNIT IV

ASSIGNMENT SHEET #6 — WRITE THE CONCLUSION OF A PREPARED SPEECH

NAME ______________________________ SCORE ____________

The conclusion should be short and closely tied to the text of your speech. The conclusion should summarize the key points of your speech and call for action if appropriate.

Using the outline you developed in Assignment Sheet #2, write the conclusion to your speech. Use the space below to write your conclusion. If more space is needed, continue on the back of this page. Have your instructor evaluate your completed conclusion.

Speech title: ____

Conclusion: ____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

GIVING ORAL PRESENTATIONS
UNIT IV

ASSIGNMENT SHEET #7 — GIVE A PREPARED SPEECH

NAME ______________________________ SCORE ______________

The time has arrived for you to prepare the final draft of your speech. Use Assignment Sheets, #3, #4, and #5 as your rough draft. Rewrite your speech, making the introduction, body, and conclusion fit together. Review the speech closely to make sure that it flows. Rework any unfavorable words or incomplete statements.

The following points may assist you.

- Study and restudy your speech. Make sure that you know your speech; memorize it if necessary.

  (NOTE: A good way to memorize your speech is by reading it aloud several times.)

- Practice your speech in front of a mirror. This will allow you to practice the use of gestures.

- Tape or video record your speech and play it back. This will give you an opportunity to hear how you sound, or to see and hear how you deliver your speech.

Now that you have studied your speech, you are ready to deliver your speech. The following information will assist you in your delivery.

- Be neatly groomed.
- Be prepared.
- Maintain eye contact.
- Gesture.
- Maintain good posture.
- Move around.
- Let all important actions or gestures be seen clearly.
- Recognize that some fear is normal.
- Speak clearly and in a pleasant tone of voice; use voice control.

GIVING ORAL PRESENTATIONS
UNIT IV

ASSIGNMENT SHEET #8 — GIVE A DEMONSTRATION

NAME ______________________________ SCORE ______________

Demonstrations are much easier to develop and give than are other types of presentations. However, thorough preparation before giving the demonstration is important.

PART I

Select a topic that interests you and give a demonstration. Use the following work sheet to help you prepare your demonstration.

TOPIC: ____

A. What tools and equipment do you need?

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____
11. ____
12. ____
13. ____
14. ____
15. ____

ASSIGNMENT SHEET #8

B. What visuals do you need?

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

C. Where will you present the demonstration? ____________________

(NOTE: Remember, everyone in the room must be able to see your demonstration. Always check the room arrangement before giving your demonstration.)

D. Having identified your topic and listed the equipment and tools needed, prepare your demonstration. Use the following information to assist you.

- Make sure that your topic is current and that you are thoroughly familiar with the content.
- Develop your demonstration.
- Practice your demonstration and revise as necessary.
- Review the time frame; your demonstration should not run over fifteen minutes.
- Make sure that the visuals used during your demonstration are large enough to be seen by all people in attendance.
- Make sure that all of your tools and equipment are available, in working condition, and clean.
- Check the meeting place several days prior to giving the demonstration.
- Make sure that safety procedures are followed while giving the demonstration.

ASSIGNMENT SHEET #8

PART II

This part of the assignment will be used by the instructor or another student to evaluate your demonstration. Read through the evaluation carefully. It will assist you in knowing what points to check before giving your demonstration.

A. What was the length of the demonstration? ______________________________

B. Did the demonstration follow a logical sequence? Yes ______ No ______

C. Did the demonstrator speak in a clear, distinct tone? Yes ______ No ______

D. Was the demonstration interesting? Yes ______ No ______

E. Could the demonstration be seen clearly, and were all visuals large enough to be seen? Yes ______ No ______

F. Were proper safety procedures followed? Yes ______ No ______

If no, what safety procedures were not followed? ______________________________

____

____

____

____

G. Did the demonstration have all of the necessary tools and equipment? Yes ______ No ______

H. What, if any, tools were missing? ______________________________

I. Rate the demonstrator: Excellent ______ Good ______ Fair ______ Poor ______

J. What were the strengths of the demonstration? ______________________________

____

____

____

____

____

ASSIGNMENT SHEET #8

K. What were the weaknesses of the demonstration? ______________________________

____

____

____

____

____

L. In what ways could the demonstration have been improved? ________________

____

____

____

GIVING ORAL PRESENTATIONS
UNIT IV

ASSIGNMENT SHEET #9 — GIVE AN ILLUSTRATED TALK

NAME ______________________________ SCORE ______________

You have been asked to give a three-minute illustrated talk. Use interesting and relevant visuals when giving an illustrated talk.

PART I

A. Select a topic that interests you.

TOPIC: ______________________________

B. Determine where the talk will be given. ______________________________

(NOTE: People must be able to see your visuals during the talk. Check the room arrangement before giving your talk.)

C. Select and prepare visuals from the list below. Select types of visuals you will be using and write a brief description of each.

1. Charts ______________________________
____
2. Models ______________________________
____
3. Posters ______________________________
____
4. Photographs ______________________________
____
5. Actual objects ______________________________
____
6. Transparencies ______________________________
____
7. Other ______________________________
____

ASSIGNMENT SHEET #9

D. List the equipment you will need.

1. ______________________________

2. ______________________________

3. ______________________________

E. Now that you have selected your topic, have identified where the talk will be given, and have determined the types of visuals you will need, you can start preparing your talk. The following information may be helpful to you.

- Make sure that the topic you selected is timely and that you feel comfortable with the topic.
- Review the time frame; the talk should not run over ten minutes.
- Your visuals are the key to your presentation. Make sure they are large enough to be seen at the back of the room. Colors make your visuals stand out better and illustrate selected points.
- Arrange your visuals according to the points you wish to make.
- Practice your talk several times, paying close attention to your time.
- Handle your visuals skillfully:

  Address the visual and the audience

  Using a pointer, point to the visual to illustrate specific points

  Place visual at the back of the stack and continue with your talk

PART II

This part of the assignment will be used by the instructor or another student to evaluate your illustrated talk. Read through the evaluation carefully. It will assist you in knowing what points to check before giving your talk.

A. What was the length of the talk? ______________________________

B. Did the talk hold the attention of the audience? Yes ______ No ______

C. Did the talk follow a logical sequence? Yes ______ No ______

D. Could the visuals be clearly seen from the back of the room? Yes ______ No ______

E. Were the visuals appropriate for the topic? Yes ______ No ______

ASSIGNMENT SHEET #9

F. Rate the use of visuals:

Overused ☐

Used appropriately ☐

Used very little ☐

G. Did the presenter handle the visuals correctly and skillfully? Yes _____ No _____

H. Rate the speaker's delivery.

1. Voice

_____a. Loud

_____b. Soft

_____c. Fast

_____d. Monotone

Comments: ______________________________

____

2. Stage presence

a. Was the presenter dressed appropriately? Yes _____ No _____

Comments: ______________________________

____

b. Did the presenter exhibit good poise and body posture? Yes _____ No _____

Comments: ______________________________

____

c. Was the presenter at ease before the audience? Yes _____ No _____

Comments: ______________________________

____

d. Was the talk interesting, understandable, convincing, pleasing? Did it hold the audience's attention?

Comments: ______________________________

____

ASSIGNMENT SHEET #9

I. What were the strengths of the talk? ______

J. What were the weaknesses of the talk? ______

K. Rate the illustrated talk.

Excellent ______ Good ______ Fair ______ Poor ______

L. In what ways could the talk have been improved? ______

GIVING ORAL PRESENTATIONS
UNIT IV

ASSIGNMENT SHEET #10 — EVALUATE ANOTHER STUDENT'S SPEECH

NAME ______________________________ ______________ SCORE ______________

In Section XIV of the information sheet, you studied the factors to consider when listening to and evaluating a speech. The items listed in the information sheet were based on the score sheet used by the judges at public-speaking contests. In this assignment sheet, you will use the official speech-rating sheet to evaluate another student's speech. But remember, evaluating someone else will also assist you in evaluating your own speeches.

Read Part I of the assignment sheet below. Evaluate another student's speech by filling in the score sheet and by following the directions in Part I. Have your instructor evaluate your completed assignment sheet.

PART I: Speech identification data

A. Record the speaker's name on the blank line below.

____

B. Record the title of the speech on the blank like below.

____

C. List the main point(s) the speaker made in the introduction to the speech.

____

____

____

D. List the main point(s) the speaker made in the body of the speech.

____

____

____

____

E. List the main point(s) the speaker made in the conclusion of the speech.

____

____

____

ASSIGNMENT SHEET #10

F. Briefly state the topic of the speech on the lines below.

____

____

G. Briefly discuss the speaker's voice quality. (Was the speaker's voice forceful enough? Was his or her pitch pleasing? Did he or she articulate clearly and pronounce correctly?)

____

____

____

H. Discuss the speaker's stage presence and personal appearance. (Was the speaker confident, poised, and at ease before the audience?)

____

____

____

I. Briefly discuss the speaker's power of expression. (How fluent was the speaker? Did the speaker convey the thought and meaning intended? Did the speaker seem sincere?)

____

____

____

J. Briefly discuss the speaker's ability to answer questions on the speech.

____

____

____

K. Discuss the general effect of the speech upon the audience.

____

____

____

____

____

____

____

GIVING ORAL PRESENTATIONS
UNIT IV

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Evaluated to the satisfaction of the instructor

Assignment Sheet #2 — Evaluated to the satisfaction of the instructor

Assignment Sheet #3 — Evaluated to the satisfaction of the instructor

Assignment Sheet #4 — Evaluated to the satisfaction of the instructor

Assignment Sheet #5 — Evaluated to the satisfaction of the instructor

Assignment Sheet #6 — Evaluated to the satisfaction of the instructor

Assignment Sheet #7 — Evaluated to the satisfaction of the instructor

Assignment Sheet #8 — Evaluated to the satisfaction of the instructor

Assignment Sheet #9 — Evaluated to the satisfaction of the instructor

Assignment Sheet #10 — Evaluated to the satisfaction of the instructor

GIVING ORAL PRESENTATIONS
UNIT IV

TEST

NAME ______________________________ SCORE ______________

1. Match to their correct definitions terms associated with giving oral presentations. Write the correct numbers in the blanks.

______a. Easy, self-possessed assurance of manner

______b. The communication or expression of thoughts in spoken words

______c. Position assumed for a specific purpose

______d. Facial expression or body motion used to emphasize an idea

______e. Statement in which another person's words are cited exactly

______f. Two-way process of speaking and listening

______g. To talk distinctly

______h. Data in the form of facts and figures

______i. Quality of being effortlessly smooth and rapid; polished

______j. Monthly publication that identifies current magazine articles

______k. Interrelationship of words in a paragraph or sentence that makes clear their exact meanings

______l. Logical organization of ideas that forms the framework of any story, essay, or other type of information

1. Speech
2. Communication
3. *Reader's Guide to Periodical Literature*
4. Quotation
5. Statistics
6. Gesture
7. Articulate
8. Attitude
9. Fluency
10. Poise
11. Context
12. Outline

2. Match the phases of communication to their correct definitions. Write the correct numbers in the blanks.

______a. Using verbal and nonverbal expression to transmit a message to a receiver for a particular purpose

______b. Receiving, processing, and evaluating verbal and nonverbal message expressed by sender for a particular purpose

1. Speaking
2. Listening

TEST

3. Match types of group presentations to their correct descriptions. Write the correct numbers in the blanks.

______a. Presentation covering the facts of a speech, report, or written document

______b. Presentation in which three or more individuals discuss a topic from different points of view

______c. Presentation illustrating the step-by-step procedure for performing a task or assignment

______d. Presentation using visual aids and objects to assist in making a point

______e. Formal presentation following a logical sequence

1. Demonstration
2. Prepared speech
3. Oral report
4. Illustrated talk
5. Panel discussion

4. Select from the following list general purposes of a group presentation. Write an "X" in the blank before each correct answer.

______a. To entertain

______b. To influence

______c. To procrastinate

______d. To judge

______e. To evaluate

______f. To inform

5. Select from the following list guidelines for preparing a successful speech. Write an "X" in the blank before each correct answer.

______a. Choose an idea that is interesting to the audience

______b. Speak quietly, but quickly, to finish on time

______c. Explain any new ideas or terms related to the subject (topic)

______d. Phrase speech clearly for your audience

______e. Use technical terms

______f. Speak in a flat voice to be clearly understood

______g. Make presentation clear to yourself

TEST

_____h. Choose information that is at least one year old

_____i. Practice giving your speech

_____j. Choose an idea that is striking, different, or unusual

6. Arrange in order steps to follow in writing a speech. Write a "1" in the blank before the first step, a "2" in the blank before the second step, and so on.

_____a. Record key information

_____b. Develop an outline

_____c. Research available references

_____d. Select a familiar subject

_____e. Type or print the final copy

_____f. Revise rough draft

_____g. Write a rough draft

7. Select from the following list guidelines to follow when gathering information for a speech. Write an "X" in the blank before each correct answer.

_____a. Use *Reader's Guide to Periodical Literature* to locate magazine articles

_____b. Check personal books

_____c. Check school and public libraries

_____d. Check newspapers

_____e. Review back issues of trade and business magazines

_____f. Contact appropriate federal, state, or county government agencies

_____g. Write to associations

_____h. Interview a resource person

_____i. Check educational facilities and their publications

8. State rules for using quotations and statistics in a speech.

a. ____

b. ____

c. ____

TEST

9. Discuss reasons for using outlines.

____

____

____

10. Match principal parts of an outline to their correct definitions. Write the correct numbers in the blanks.

______a. End of speech; reviews or summarizes main points of speech, or asks for action

______b. Central theme of speech; carries main ideas

______c. Beginning of speech; should attract and motivate audience

1. Introduction
2. Body
3. Conclusion

11. Define type of outlines.

a. Topical — ______________________________

____

b. Sentence — ______________________________

____

12. State ways to develop proper delivery.

a. ______________________________

b. ______________________________

c. ______________________________

13. Select from the following list ways to develop and add meaning to the delivery of a speech. Write an "X" in the blank before each correct answer.

______a. Maintain eye contact

______b. Dress properly

______c. Gesture

______d. Maintain good posture

______e. Move around

______f. Use technical terms

______g. Use voice control

TEST

14. State reasons for using gestures when giving a speech.

a. ______________________________

b. ______________________________

c. ______________________________

15. State four ways to make a good impression when delivering a speech.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

16. List factors to consider when listening to and evaluating a speech.

Content of speech (List two)

a. ______________________________

b. ______________________________

Composition of speech (List three)

a. ______________________________

b. ______________________________

c. ______________________________

Speaker's voice quality (List two)

a. ______________________________

b. ______________________________

Speaker's stage presence (List two)

a. ______________________________

b. ______________________________

Speaker's personal appearance (List one) — ______________________________

____

TEST

Speaker's power of expression (List three)

a. ____________________

b. ____________________

c. ____________________

Speaker's response to questions (List one) — ____________________

____

General effect of speech (List one) — ____________________

____

17. List ten organizations to consider in giving a presentation.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

f. ____________________

g. ____________________

h. ____________________

i. ____________________

j. ____________________

18. List the steps for presenting welcome addresses.

a. ____________________

b. ____________________

c. ____________________

19. List the steps for presenting awards.

a. ____________________

b. ____________________

c. ____________________

TEST

d. ____________________

e. ____________________

f. ____________________

g. ____________________

h. ____________________

20. List the steps for presenting awards.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

(NOTE: Test items 21 through 28 list the assignment sheets that are considered an important part of this test. If you have not completed them, check with your instructor.)

21. Give a prepared one-minute talk.
22. Select a speech topic and gather information for a prepared speech.
23. Write an outline for a prepared speech.
24. Write an introduction for a prepared speech.
25. Write the body of a prepared speech.
26. Write the conclusion of a prepared speech.
27. Give a prepared speech.
28. Give a demonstration.
29. Give an illustrated talk.
30. Evaluate another student's speech.

GIVING ORAL PRESENTATIONS
UNIT IV

ANSWERS TO TEST

1. a. 10
   b. 1
   c. 8
   d. 6
   e. 4
   f. 2
   g. 7
   h. 5
   i. 9
   j. 3
   k. 11
   l. 12

2. a. 1
   b. 2

3. a. 3
   b. 5
   c. 1
   d. 4
   e. 2

4. a, b, f

5. a, c, d, g, i, j

6. a. 3
   b. 4
   c. 2
   d. 1
   e. 7
   f. 6
   g. 5

7. a, b, c, d, e, f, g, h, i

8. a. Use only when needed to make a point
   b. Make sure the source and date of information are accurate
   c. Keep the true meaning of the quotations and statistics

9. Discussion should include the following

   a. To help you recognize the speech's strengths and weaknesses
   b. To help you in organizing and developing your ideas
   c. To help you save time when writing the speech

10. a. 3
    b. 2
    c. 1

ANSWERS TO TEST

11. a. Outline style using key words or phrases to express the order of the thoughts to be presented in a speech
    b. Outline style using complete sentences to express the order of the thoughts to be presented in a speech

12. a. Practice speech in front of mirror
    b. Use tape or video record for evaluating delivery
    c. Practice giving speech in front of another person

13. a, c, d, e, g

14. a. To emphasize specific thoughts
    b. To convey attitudes or moods
    c. To express thoughts and feelings

15. Answer should include any four of the following

    a. Be neatly groomed
    b. Be prepared
    c. Let all important actions and gestures be seen clearly
    d. Be enthusiastic and confident
    e. Recognize that some fear is normal; do not get too upset
    f. Speak clearly and in a pleasant tone of voice

16. **Content of speech** (Answer should include any two of the following.)

    a. Important and appropriate subject
    b. Suitable materials
    c. Accurate statements
    d. Clear purpose

    Composition of speech (Answer should include any three of the following.)

    a. Organized of content
    b. Appropriate language
    c. Unified thought
    d. Proper sentence structure
    e. Logical development
    f. Accomplished purpose

    Speaker's voice quality (Answer should include any two of the following.)

    a. Proper pitch
    b. Proper articulation
    c. Proper force
    d. Proper pronunciation

ANSWERS TO TEST

Speaker's stage presence (Answer should include any two of the following.)

a. Appropriate attitude
b. Good poise and body posture
c. Ease before audience
d. Appropriate personality

Speaker's personal appearance (Answer should include any one of the following.)

a. Neat appearance
b. Appropriate dress

Speaker's power of expression (Answer should include any three of the following.)

a. Fluent
b. Direct
c. Emphatic
d. Communicative
e. Sincere
f. Clear thought and meaning

Speaker's response to questions — Answers reflect speaker's originality, familiarity with subject, and ability to think quickly

General effect of speech — Speech was interesting, understandable, convincing, pleasing, and captivating

17. Any of the following

Optimist Club
Lions Club
Kiwanis Club
Chamber of Commerce
Jaycees
Licensed Practical Nurses Association
Sales and Marketing Executive
Vocational Associations
League of Women Voters
State Education Association
Rotary Club
Toastmasters
Secondary School Principals
State Board of Education
Local School Board
Chief School Officers
Parent-Teacher Association
American Legion
Century Club

ANSWERS TO TEST

Veterans of Foreign Wars
Labor Unions (AFL-CIO, etc.)
Medical Society
Other Youth Organizations (School, Vocational, Special Programs, Boy Scouts, etc.)
Better Business Bureau
Agency to Reduce Crime
Women's Club
Masonic Lodge
Knights of Columbus
Retail Merchants Association
Public School Assemblies
City Council Meetings
House of Representatives and/or Senate
Local Business or Industry Board Meetings

18. a. Always stay calm
    b. State the purpose of meeting
    c. Give your appreciation for the audience's attendance

19. a. Always stay calm
    b. Give brief background information about speaker
    EXAMPLES: Schools, organizations, family, hobbies, education, occupation, etc.
    c. State the presentation's title (if possible)
    d. State speaker's name last
    e. Keep introduction under 1 ½ minutes
    f. Lead applause
    g. Remain at podium until the speaker arrives at podium
    h. Go around the speaker to your seat, not in front of speaker

20. a. Explain the award's importance
    b. Introduce the recipient while discussing the recipient's accomplishments
    c. Shake the recipient's *right* hand while handing the award with your left
    (NOTE: This procedure requires your hands to cross; therefore, you should practice the motion several times prior to the presentation to avoid embarrassment.)
    d. Encourage the recipient to face the audience
    e. Lead applause

21. Evaluated to the satisfaction of the instructor.

22. Evaluated to the satisfaction of the instructor.

23. Evaluated to the satisfaction of the instructor.

ANSWERS TO TEST

24. Evaluated to the satisfaction of the instructor.

25. Evaluated to the satisfaction of the instructor.

26. Evaluated to the satisfaction of the instructor.

27. Evaluated to the satisfaction of the instructor.

28. Evaluated to the satisfaction of the instructor.

29. Evaluated to the satisfaction of the instructor.

30. Evaluated to the satisfaction of the instructor.

PLANNING WRITTEN COMMUNICATIONS
UNIT V

UNIT OBJECTIVE

After completing this unit, the student should be able to write paragraphs that develop one central idea, and then link those paragraphs together to compose an essay. The student will show this knowledge by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with planning written communications to the correct definitions.
2. Select from a list characteristics of a nonfiction paragraph.
3. List rules for writing an extended paragraph.
4. Select from a list ways to show relationship of sentences in paragraph.
5. Give two ways to develop a paragraph.
6. List four steps for converting paragraphs to longer writing forms.
7. List five rules for forming an outline.
8. Discuss procedure for improving the rough draft.
9. Discuss procedure for editing the second draft.
10. List four steps for writing the final (third) draft.
11. Complete a crossword puzzle.
12. Select topic sentences.
13. Select sentences linked with good transitions.
14. Distinguish among sentences that relate closely to topic sentences and those that do not.
15. Write a paragraph developed by giving details or examples.
16. Write a paragraph developed by giving reasons.
17. Write outline.
18. Prepare final copy.

PLANNING WRITTEN COMMUNICATIONS
UNIT V

SUGGESTED ACTIVITIES

I. Unit contents

  A. Objective sheet

  B. Suggested activities

    1. Transparency masters

      a. TM #1 — Transitional Expressions

      b. TM #2 — What is an Outline?

  C. Information sheet

  D. Assignment sheets

    1. Assignment Sheet #1 — Complete a Crossword Puzzle

    2. Assignment Sheet #2 — Select Topic Sentences

    3. Assignment Sheet #3 — Select Sentences Linked with Good Transitions

    4. Assignment Sheet #4 — Distinguish Among Sentences That Relate Closely to Topic Sentences and Those That Do Not

    5. Assignment Sheet #5 — Write a Paragraph Developed by Giving Details or Examples

    6. Assignment Sheet #6 — Write a Paragraph Developed by Giving Reasons

    7. Assignment Sheet #7 — Write Outline

    8. Assignment Sheet #8 — Prepare Final Copy

  E. Answers to assignment sheets

  F. Test

  G. Answers to test

II. Instructor's guide

  A. Review unit and plan presentation.

  B. Obtain materials to supplement unit.

SUGGESTED ACTIVITIES

C. Introduce unit.

- Ask students to write a paragraph in which they introduce themselves to the class. Have them read the paragraphs aloud. As they read, require all the other students to write down one question they would like to ask the reader based on something they heard in the paragraph.

  (NOTE: Purpose here is to help students see the connection between paragraph development and the reader's need to know information.)

- Have students begin bringing to class examples of magazines, newspaper, and textbook (or report) paragraphs. Also ask them to find examples of essays and reports (such as editorials, extended newsstories, and company reports.) Begin to assemble a class file drawer of professional writing samples.

D. Provide students with unit.

E. Discuss unit and specific objectives.

F. Discuss information and assignment sheets.

1. Use Information Sheet, Section I, to discuss terms and definitions associated with planning written communications.
   - Have students complete Assignment Sheet #1.
2. Use Information Sheet, Section II, to discuss characteristics of a nonfiction paragraph.
   - Have students complete Assignment Sheet #2.
3. Use Information Sheet, Section III, to discuss rules for writing an extended paragraph.
   - Ask students to brainstorm for five minutes on a general word (topic) you supply, such as *school*, *sports*, etc. Using the single words they supply, write a topic sentence on the chalkboard based on an opinion or belief about the topic. From there, build a paragraph following the given rules.
4. Use Information Sheet, Section IV, to discuss ways to show relationship of sentences in a paragraph.
   - Display TM #1 and discuss.
   - Have students complete Assignment Sheet #3.
   - Have students complete Assignment Sheet #4.

SUGGESTED ACTIVITIES

5. Use Information Sheet, Section V, to discuss ways to develop a paragraph.

   - Have students complete Assignment Sheet #5.

   - Have students complete Assignment Sheet #6.

   (NOTE: Reserve completed assignment sheets for later use.)

6. Use Information Sheet, Section VI, to discuss ways of converting paragraphs to longer writing forms.

   - Using completed Assignment Sheets #6 and #7, build an essay on the chalkboard together as a class. (Form a rough essay from various submitted paragraphs on same topic.) Have students copy the essay for future reference.

7. Use Information Sheet, Section VII, to discuss rules for forming an outline.

   - Display TM #2 and discuss.

   - On chalkboard, write an outline of the ideas expressed in the rough essay.

   - Have students complete Assignment Sheet #7.

8. Use Information Sheet, Section VIII, to discuss ways to improve the rough draft.

   - Continue process of group writing on chalkboard, emphasizing transitions.

9. Use Information Sheet, Section IX, to discuss ways to edit the second draft.

   - Have students read through their copy of the class-written essay, looking for style considerations. Go over their findings together in class.

10. Use Information Sheet, Section X, to discuss ways to write the final draft.

    - Have students complete Assignment Sheet #8.

    - Have students present a final copy of the class-written essay. Review and return the essays for the students' future reference.

G. Give test.

H. Critique test and discuss in class.

I. Reteach and retest as necessary.

SUGGESTED ACTIVITIES

III. Unit references

A. Herman, William. *The Portable English Handbook*. New York: Holt, Rinehart and Winston, 1982.

B. Lindemann, Erika. *A Rhetoric for Writing Teachers*. New York: Oxford University Press, 1982.

C. Ponsot, Marie, and Rosemary Deen. *Beat Not the Poor Desk—Writing: What to Teach, How to Teach It, and Why*. Montclair, New Jersey: Boynton/Cook Publishers, 1982.

D. Vivian, Charles H., Bernetta M. Jackson. *English Composition*. New York: Barnes and Noble Books—Harper & Row, Publishers, 1961.

E. Willis, Hulon, James L. Pence, Rosean Dueas Gonzalez. *Grammar and Composition Skills—Generating Sentences and Paragraphs*. New York: Holt, Rinehart and Winston, 1982.

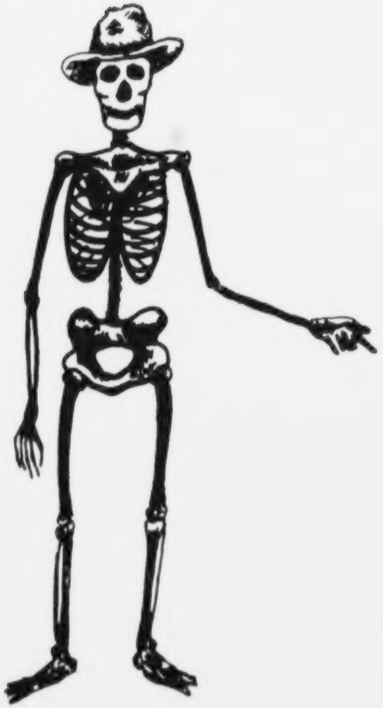
Transitional Expressions

as a result
at the same time
for example
for instance
in addition
in fact
in other words
in conclusion
on the other hand
on the contrary
that is
also
anyhow
besides
first, second, third

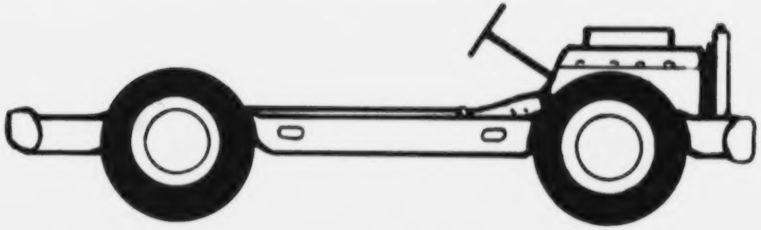
furthermore
hence
however
indeed
instead
likewise
meanwhile
nevertheless
otherwise
still
then
therefore
thus
while

What is an Outline ?

A SKELETON



OR A FRAME



An outline forms the framework of a composition, essay, or speech.

PLANNING WRITTEN COMMUNICATIONS
UNIT V

INFORMATION SHEET

I. Terms and definitions associated with planning written communications

  A. Paragraph — Group of related sentences developing one central idea

  B. Details — Particulars; specific facts

  C. Develop — To make clear; to expand on

  D. Examples — Details illustrating a statement

  E. Reasons — Details explaining a fact or opinion

  F. Indent — To space in from left margin

  G. Nonfiction — Writing dealing with real events

  H. Topic sentence — Statement giving controlling idea of a paragraph: what the paragraph is all about

  I. Transition — Word, phrase, or sentence that connects ideas between sentences or paragraphs

  J. Composition — An extended piece of school writing: an essay designed to teach writing skills

  K. Rough draft — First written copy of a composition

  L. Final copy — Last written copy of a composition, following revision and editing

  M. Prewriting — Mental activities leading to decisions about a composition's content, style, organization, etc.

  N. Outline — A framework which shows the principal parts, or ideas, of an intended piece of writing

  O. Thesis statement — The position a writer intends to advance and argue for

  P. Introduction — First section of a composition, giving the subject, the writer's thesis, and the plan of development

  Q. Body — The main section of a composition, giving the reasons behind, or examples to illustrate, the writer's thesis

  R. Conclusion — Third section of a composition; an ending which may give a summary of main points, or a restatement of the thesis

  S. Revise — To make corrections in the content and/or the arrangement of a composition

INFORMATION SHEET

T. Edit — To correct small, mechanical errors in a composition: includes typos, errors in grammar, word use, and spelling

U. Style — The manner in which the writer speaks to the reader

V. Readability — Measure of how clear and legible a composition appears to the reader: includes such factors as word and sentence length, word choice, number of words, and printing elements

W. Wordiness — Using more words than necessary to convey a message

II. Characteristics of a nonfiction paragraph

A. Is generally composed of sentences united around a single idea, occasionally expressed by a *topic sentence*, when paragraph gives *reasons* or *examples*, but more likely by the interrelationship of all the sentences.

(NOTE: Topic sentences generally *introduce* groups of sentences giving examples or reasons in support of the topic, but may also appear in the *middle or end* of the paragraph.)

B. May be indicated by indentation, spacing, numerals, typeface changes, or a combination of any of these

(NOTE: How a paragraph is indicated visually depends on the particular format of the writing, space requirements, and the author's purpose. Paragraph indications are usually more obvious in writing that attempts to persuade or instruct the general reader, or in any writing designed to be read aloud or quickly.)

C. May vary greatly in length, depending on the type of writing

(NOTE: Paragraphs in newspapers and news magazines are frequently composed of single sentences, to accommodate column space. Single-sentence paragraphs may also appear in reports or informal essays as transitions. In contrast, extended paragraphs appear in formal reports or essays, particularly in professional or scholarly fields. A new paragraph always signals a break to the reader's eye and mind.)

D. Becomes the basic material of longer forms of writing, such as reports, letters, and essays

III. Rules for writing an extended paragraph

A. Express an opinion, belief, observation, or conclusion in a general (topic) sentence

B. Write sentences that show why you stated the topic sentence (support, details, reasons, examples)

INFORMATION SHEET

C. Arrange the sentences in a clear, readable order, linking them to each other and to the topic sentence

D. Revise the topic sentence if necessary (expand, restrict)

IV. Ways to show relationship of sentences in a paragraph

A. Use pronouns to refer to nouns in previous sentences

B. Repeat key words and ideas

C. Use transitional expressions

EXAMPLES: However, therefore, but, also, still, consequently, first, second, third, finally, for example

V. Ways to develop a paragraph

A. Give details or examples that support the topic sentence

EXAMPLE: "Until recently, women in the armed forces have not been allowed to serve as real soldiers. They were limited to combat support roles. They could not serve as embassy security guards. They could not serve aboard high-altitude reconnaissance aircraft, or on ammunition or other combat ships. They could not fill positions in front-line battalions."

B. Give reasons that support the topic sentence

EXAMPLE: "Now the policy toward women in the armed services may be changing. Women have demanded to be allowed to fly the fighter jets they once trained others to fly, and they have piloted refueling tankers that are prime missile targets. In addition, the definition of *front-line duty* is less clear these days. As a consequence, the Pentagon is opening up expanded roles to females in the miliary, while still seeking to limit their chances of combat death or capture."

VI. Converting paragraphs to longer writing forms

A. Group paragraphs according to topics

B. Determine and restrict a main thesis: what all the paragraphs are about

C. Arrange paragraphs into three parts: an introduction, a body, and a conclusion

D. Write a rough draft of the essay, letter, or report

VII. Rules for forming an outline

A. Write title of composition above outline

INFORMATION SHEET

B. Use Roman numerals for main topics already covered in paragraphs

EXAMPLE: My Pet Peeves

I. At home

II. At school

III. At parties

C. Use capital letters for subtopics

(NOTE: Is each paragraph developed and informative? Have you said all you can say about each subtopic?)

EXAMPLES: My Pet Peeves

I. At home

  A. Hearing "I told you so"

  B. Arguing about television channels

  C. Having to go to bed early

D. Include at least two headings at every level

EXAMPLES: Two Roman numerals, two capital letters, and so on

(NOTE: Never have just one main idea or just one subtopic.)

EXAMPLE: My Pet Peeves

I.

  A.

  B.

II.

  A.

  B.

E. Do not include introduction and conclusion in outline

(NOTE: The thesis statement may be written below the title, and the conclusion simply headed with a Roman numeral.)

INFORMATION SHEET

EXAMPLE: How to Apply for a Job

Thesis statement: To be successful, an applicant for a job must prepare carefully for the interview

I. Arranging the interview
  A. Writing the resumé
  B. Writing a letter of application
  C. Requesting an appointment
II. Preparing for an interview
  A. Study of employer
  B. Personal grooming
III. Being interviewed
  A. When to listen
  B. When to ask questions
IV. Conclusion

VIII. Improve the rough draft

A. Read the draft aloud to self, peers for review

B. Apply the outline to the draft

(NOTE: Check for logic and depth of each paragraph. Do all the paragraphs stay on the same subject?)

C. Use transitions to make paragraphs fit together

EXAMPLE: "Now the *policy toward women in the armed services* may be changing."

(NOTE: Underlined words repeat subject of previous paragraph.)

D. Rewrite rough draft to create second draft, applying corrections

IX. Edit the second draft

A. Read aloud again to self, peers for review

INFORMATION SHEET

B. Check for style considerations

1. Wordiness

(NOTE: Always use as few words as possible to convey your message.)

a. Change passive voice to active voice verbs whenever possible

EXAMPLE: The *report was read* by the committee.

(Passive — Subject of sentence is not doer of action)

The *committee read* the report.

(Active — Subject of sentence is doer of action)

b. Change nouns to verbs whenever possible

EXAMPLE: The committee made *recommendations*.

The committee recommended.

c. Reduce paragraphs to sentences, sentences to clauses, clauses to phrases, phrases to words whenever possible

EXAMPLE: The committee's conferences had reached no successful settlement into the matter.

The committee's negotiations had failed.

2. Grammar

(NOTE: All sentences should be grammatically correct.)

3. Word choice (diction)

(NOTE: Vocabulary should be appropriate for your reader and purpose.)

4. Writer's tone of voice

(NOTE: How do you sound toward your reader and your subject? What attitude are you expressing?)

X. Write final (third) draft

A. Final type (or legibly handwrite)

B. Doublespace, leave 1" margins on all four sides of page

INFORMATION SHEET

C. Number second and succeeding pages only

D. Prepare title sheet

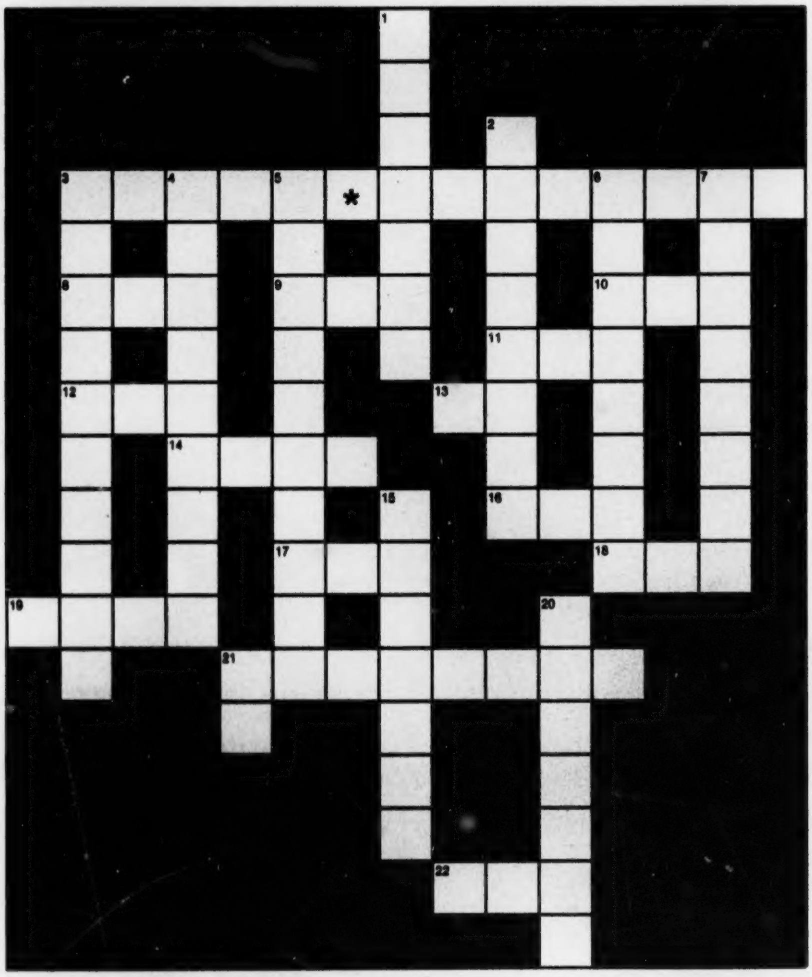
(NOTE: Center your name, instructor's name, class designation, date, and title of draft. This information may also appear in upper left corner of first page, if preferred.)

PLANNING WRITTEN COMMUNICATIONS
UNIT V

ASSIGNMENT SHEET #1 — COMPLETE A CROSSWORD PUZZLE

NAME ______________________________ SCORE ______________

Use Section I of your Information Sheet and the clues on the following page to complete the crossword puzzle below.


1
2
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*
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18
19
20
21
22

ASSIGNMENT SHEET #1

ACROSS

3. Sentence that tells the reader what the paragraph is about; controlling idea of a paragraph
8. What you breathe
9. Opposite of *woman*
10. Girl's name; Raggedy ---
11. Opposite of *bright*
12. Synonym for *droop*
13. Pronoun meaning "You and I"
14. Opposite of *common*
16. Indefinite article
17. Look
18. Present tense of *sat*
19. Winnie the ----
21. Spaced in from the left margin
22. Everyone

DOWN

1. Motives for actions
2. Occurrence or event; story of a happening
3. Word, phrase, or sentence that smoothly connects ideas between sentences and paragraphs
4. Group of related sentences developing one central idea
5. Showing likenesses and/or differences
6. Samples; supporting facts
7. Showing differences
15. To elaborate or expound
20. Particulars; specifics
21. Opposite of *out*

PLANNING WRITTEN COMMUNICATIONS
UNIT V

ASSIGNMENT SHEET #2 — SELECT TOPIC SENTENCES

NAME ______________________________ SCORE ______________

A topic sentence is a sentence that tells the reader what the paragraph is about. It is the controlling idea of the whole paragraph.

PART I

Underline the topic sentences in each of the following paragraphs

A. Building a brick wall is not as easy as it appears. In building a brick wall, the builder must first prepare a bed which is perfectly horizontal. At the same time, he must be sure that the bed is firm enough to hold a wall without sinking. For this purpose cement or cement blocks may be used. Laying cement and allowing it to dry properly and evenly requires much skill. Using cement blocks, too, may present problems. The surface on which they are placed must be perfectly level.

B. Football practice presents a lively and colorful picture. I approach the field. The scene, as I stop to take it in, presents a pageant of color and movement against a background of green grass. Leaping into practice, the players prepare a play. In a sudden blur of colors, the play swings to the right and ends abruptly in a smash. I hear the wail of the whistle and watch the referee dive into the wriggling mass to find the ball.

C. Speed is a major cause of automobile accidents. Even though they know this, Americans continue to race toward death on the highway. Newspapers are filled with the gory details of mangled bodies found in car wrecks that occur because of driving too fast. Many drivers fail to adjust their speed to road conditions. They drive too fast on rain-slick or snow-slippery highways. They fail to slow down for sharp curves. Speeders are daredevils who gamble that they will not become statistics in the files of the state highway department.

D. Tropical fish cannot come when you call. They don't show that they can hear you when you talk. But, tropical fish can see objects outside of their tank. If you approach the tank and hold their box of food near the glass, you can train them to rise to the top to be fed. Angel fish are particularly keen-sighted and intelligent. If your tank contains angel fish, these fish will quickly teach the other fish. Tropical fish also have distinct personalities. Some dart about their tank very swiftly. Others swim slowly, exploring their surroundings leisurely. Some, like the angel fish, are very curious and look with interest at any new plant or addition to the tank. Others, like the tiger barb, would like the whole tank to themselves. They nip at the fins of slower-moving fish. So, despite rumors to the contrary, tropical fish make very good pets.

ASSIGNMENT SHEET #2

PART II

The following list contains both topic and support sentences. Write a "T" in the blank before each topic sentence. Write an "S" in the blank before each support sentence.

EXAMPLE: T Apples can be used in many types of delicious dishes.
S One foot equals 12 inches.

______A. T-shirts with printing on them have become standard clothing for everyone.

______B. My T-shirt says, "Don't Read This!"

______C. For instance, this dress is hemmed unevenly.

______D. "Sesame Street" is a popular television show because it makes learning fun.

______E. People often laugh at odd times to relieve tension.

______F. I used a rubber mallet to straighten the hubcap.

______G. This shows how a doctor's humorous remark scared me.

______H. Brian looked sadly at his crumpled fender.

______I. Courtesy on the road saves lives.

______J. A course in household mechanics should be taught at our high school.

______K. Then Ted apologized for his actions.

______L. Only later did they realize what had happened.

______M. For instance, a disc brake is only part of the braking system on a motorcycle.

______N. Add two cups of finely chopped nuts.

______O. Playing football requires mental as well as physical skill.

______P. Good study habits are easy to learn.

______Q. First, remove the hubcap.

______R. A housekeeping aid performs many important duties.

______S. Common sense is as important as book learning.

______T. Then I cut the material on the bias.

ASSIGNMENT SHEET #2

PART III

Go back to Part II. Choose five sentences that you labeled "T" for topic sentence. Rewrite these topic sentences in the spaces provided below. Then write three sentences that will support each topic sentence.

EXAMPLE: ______________________________

____

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

A. Topic sentence — ______________________________

____

Support sentences

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

B. Topic sentence — ______________________________

____

Support sentences

1. ______________________________

____

2. ______________________________

____

ASSIGNMENT SHEET #2

3. ______________________________

____

C. Topic sentence — ______________________________

____

Support sentences

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

D. Topic sentence — ______________________________

____

Support sentences

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

E. Topic sentence — ______________________________

____

Support sentences

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

PLANNING WRITTEN COMMUNICATIONS
UNIT V

ASSIGNMENT SHEET #3 — SELECT SENTENCES LINKED WITH GOOD TRANSITION

NAME ______________________________ SCORE ______________

Read the following lettered sentences twice—first with sentence 1 and then with sentence 2. Select the sentence which ties in more smoothly with the lettered sentence. Write the number of that sentence in the blank.

EXAMPLE: __2__ It is important to select the proper tool for each job.

1. There are many types of tools.
2. For instance, a claw hammer should not be used for jobs that require a ball peen hammer.

______A. At first, my shop teacher seemed too stern.

1. I realized that he was stressing rules because he cared about our safety.
2. When I got to know him better, I realized that he was stressing rules because he cared about our safety.

______B. Often the makers of automobiles give engines extra power to improve the performances of their cars.

1. Driving at excessive speed is a major cause of accidents.
2. This extra power leads some people to drive at excessive speeds.

______C. Reckless, show-off drivers cannot stand to let another car get ahead of theirs.

1. Teenagers often have bad accident records.
2. Safe drivers, however, do not feel that they need to compete with other drivers on the road.

______D. An interesting hobby can be a great help in making new friends.

1. For example, the day that I began a tropical fish aquarium, I met many girls with the same interest as mine.
2. Many of my friends are interested in my hobby.

ASSIGNMENT SHEET #3

_____E. It is dangerous to run an electric cord under a rug.

1. When the cord is stepped on, the insulation may wear off and cause a short circuit.
2. Short circuits are the cause of many fires.

_____F. From the outside, Dean's house looked like any other.

1. When I stepped inside, however, the beautiful, custom carpentry was astonishing
2. The beautiful, custom carpentry was astonishing.

_____G. Many students take driver education classes at school.

1. Insurance companies charge lower rates to driver education students.
2. Because driver education teaches these students the basics of safe driving, insurance companies charge them lower rates.

_____H. Some drugstores sell books, food, toys, and even clothing.

1. Our corner drugstore, however, sells only medical supplies and medicines.
2. I buy all of my prescriptions at our corner drugstore.

_____I. A helicopter can do many things that an airplane cannot do.

1. It can take off or land on a small surface.
2. For instance, it can hover, move up or down, and move backwards.

_____J. Jill always borrows things and forgets to return them.

1. She borrowed a book and kept it for six months.
2. For instance, last year she borrowed a book and kept it for six months.

PLANNING WRITTEN COMMUNICATIONS
UNIT V

ASSIGNMENT SHEET #4 — DISTINGUISH AMONG SENTENCES THAT RELATE CLOSELY TO TOPIC SENTENCES AND THOSE THAT DO NOT

NAME ____ SCORE ________________

Each of the lettered headings below is a topic sentence. Five different points are listed under each topic sentence. Write an "S" in the blanks before those points that relate closely (support) the topic sentence. Write an "O" in the blanks before those points that are off the subject and do not belong in the paragraph.

EXAMPLE: Making a strawberry shortcake requires planning.

_____1. Gathering the ingredients

_____2. Gathering the correct utensils and containers

_____3. Preheating the oven

_____4. Eating the finished shortcake

_____5. Growing strawberries

A. Improving study habits requires changing old habits.

_____1. Studying after school rather than late at night

_____2. Writing down assignments more carefully

_____3. My brother never studies but gets good grades

_____4. Studying in my room instead of in the living room in front of the television

_____5. Some television shows are educational

B. I enjoy my English class because it gives me a chance to write about myself.

_____1. Studying about parts of speech

_____2. Writing compositions about myself and my interests

_____3. Raising tropical fish is a hobby of mine

_____4. Writing paragraphs about my hobbies

_____5. Writing narrative paragraphs and compositions about my experiences

ASSIGNMENT SHEET #4

C. There are many advantages to taking a carpentry course.

______1. Difficulty of making a chest of drawers

______2. Earning money doing part-time carpentry work

______3. Repairing or building things around my home

______4. Building something correctly takes a lot of time

______5. Availability of carpentry courses at vocational schools

D. I enjoy working on automobiles.

______1. Many people don't know the first thing about automobile engines

______2. I like finding that mysterious rattle and getting rid of it

______3. I like working on an engine until it purrs like a kitten

______4. Today's automobiles are more complex than ever before

______5. I am interested in engines and automobile parts

E. Washing dishes is a more difficult task than it appears to be.

______1. Glassware must be rinsed with very hot water

______2. Stemware must be washed separately

______3. Certain utensil surfaces should not be cleaned with an abrasive scouring pad

______4. Wooden dishes and utensils should not be soaked

______5. Nonstick surfaces are easy to clean

PLANNING WRITTEN COMMUNICATIONS
UNIT V

ASSIGNMENT SHEET #5 — WRITE A PARAGRAPH DEVELOPED BY GIVING DETAILS OR EXAMPLES

NAME ______________________________ SCORE ______________

A paragraph may be developed by giving details or examples that support the topic sentence.

PART I

Write a paragraph that supports a topic sentence with details or examples. Choose one of the topics in the following list. Rough out your paragraph on scratch paper before copying the finished paragraph in the space below. Make your paragraph at least six sentences long, and do not forget to indent. Underline your topic sentence.

A. First period class

B. Football game time

C. My first job

D. Locker room schedule

E. My favorite foods

F. Working on my car

G. A Saturday at our hangout

H. A wall in my classroom

ASSIGNMENT SHEET #5

PART II

Evaluate the paragraph that you wrote in Part I.

	YES	NO
A. Is the central idea of the paragraph stated in a topic sentence?	______	______
B. Have you used enough details to make the topic clear?	______	______
C. Do all the sentences in the paragraph stick to the topic?	______	______
D. Is the movement of thought in the paragraph clear and easy to follow?	______	______
E. Is the paragraph interesting?	______	______

PLANNING WRITTEN COMMUNICATIONS
UNIT V

ASSIGNMENT SHEET #6 — WRITE A PARAGRAPH DEVELOPED BY GIVING REASONS

NAME ______________________________ SCORE ____________

A paragraph may be developed by giving reasons that support the topic sentence.

PART I

Write a paragraph that supports a topic sentence with reasons. Choose one of the topics in the following list. Rough out your paragraph on scratch paper before copying the finished paragraph in the space below. Make your paragraph at least six sentences long, and do not forget to indent. Underline your topic sentence.

A. A sudden flat tire
B. A reward in class
C. Out of a job
D. Worrying about grades
E. I enjoy driving
F. Everyone should have a hobby

ASSIGNMENT SHEET #6

PART II

Evaluate the paragraph that you wrote in Part I.

	YES	NO
A. Is the central idea of the paragraph stated in a topic sentence?	______	______
B. Have you used enough details to make the topic clear?	______	______
C. Do all the sentences in the paragraph stick to the topic?	______	______
D. Is the movement of thought in the paragraph clear and easy to follow?	______	______
E. Is the paragraph interesting?	______	______

PLANNING WRITTEN COMMUNICATIONS
UNIT V

ASSIGNMENT SHEET #7 — WRITE OUTLINE

NAME ____________________ SCORE __________

Writing an outline helps you collect and organize facts for your composition. It also helps you place your facts in logical order.

PART I

Write outlines for each group of points below. Remember to include a Roman numeral II for every Roman numeral I, and a B for every A.

A. Being away from family
   Causes of homesickness
   Making friends
   Curing homesickness
   Feeling insecure
   Finding new interests

B. My indoor hobbies
   My outdoor hobbies
   Making jewelry
   Gardening
   Playing the piano
   Reading
   Working on my car

ASSIGNMENT SHEET #7

C. Causes of automobile accidents
Stricter laws
Mechanical failures
Car inspections
Lack of judgment
Prevention of automobile accidents

D. Fast
Quiet
Advantages of sailboats
Involve skill
Can be used in all weather
Inexpensive to operate
Advantages of motorboats

PLANNING WRITTEN COMMUNICATIONS
UNIT V

ASSIGNMENT SHEET #8 — PREPARE FINAL COPY

NAME ______________________ SCORE __________

Writing the final copy of the composition should be the last part of composition writing.

PART I

Revise your composition. Read it carefully, checking for grammar, punctuation, and spelling errors. Make sure that you have indented for each paragraph and have used good transition between sentences and paragraphs.

(NOTE: A good way to check a composition before writing the final copy is to read it aloud. Step into the hall or go to a quiet corner of the room and read your rough draft slowly to yourself. Correct errors and awkward spots as you hear them.)

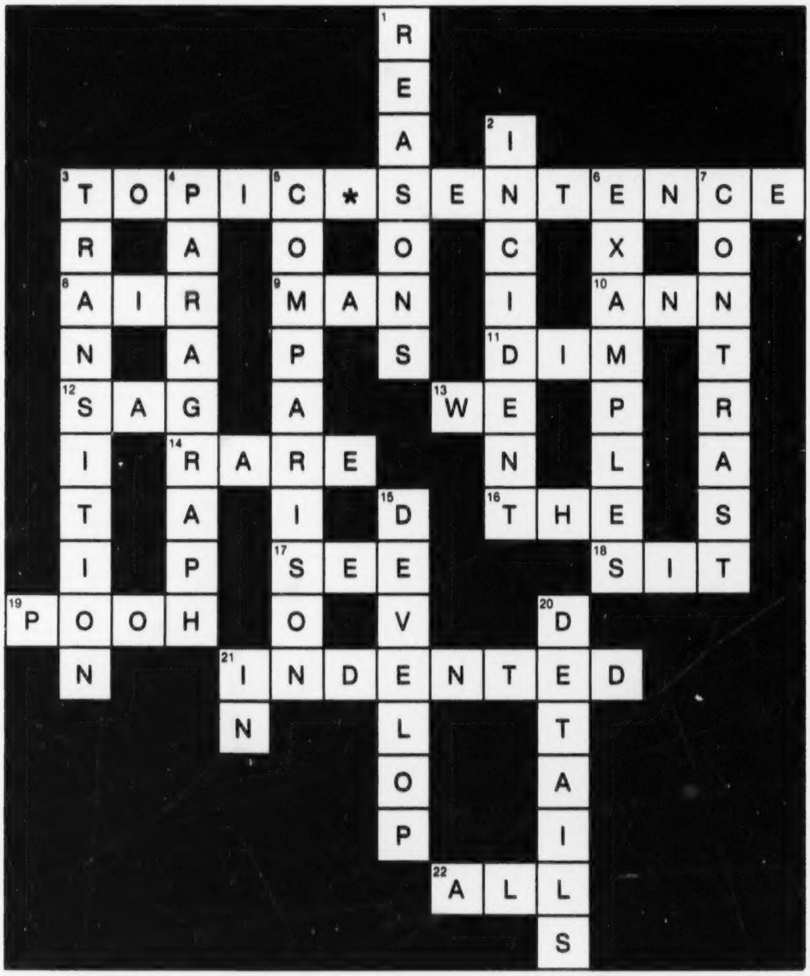
PART II

Write the final copy of your composition. Use a pen and your own paper. Be neat.

PLANNING WRITTEN COMMUNICATIONS
UNIT V

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1


1 R
E
A 2 I
3 T O 4 P I 5 C * S E N T 6 E N 7 C E
R A O O C X O
8 A I R 9 M A N I 10 A N N
N A P S 11 D I M T
12 S A G A 13 W E P R
I 14 R A R E N L A
T A I 15 D 16 T H E S
I P 17 S E E 18 S I T
19 P O O H O V 20 D
N 21 I N D E N T E D
N L T
O A
P I
22 A L L
S

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #2

PART I

A. Building a brick wall is not as easy as it appears.
B. Football practice presents a lively and colorful picture.
C. Speed is a major cause of automobile accidents.
D. So, despite rumors to the contrary, tropical fish make very good pets.

PART II

A. T
B. S
C. S
D. T
E. T

F. S
G. S
H. S
I. T
J. T

K. S
L. S
M. S
N. S
O. T

P. T
Q. S
R. T
S. T
T. S

PART III — Evaluated to the satisfaction of the instructor

Assignment Sheet #3

A. 2
B. 2
C. 2
D. 1
E. 1

F. 1
G. 2
H. 1
I. 2
J. 2

Assignment Sheet #4

A. 1. S
2. S
3. O
4. S
5. O

B. 1. O
2. S
3. O
4. S
5. S

C. 1. O
2. S
3. S
4. O
5. O

D. 1. O
2. S
3. S
4. O
5. S

E. 1. S
2. S
3. S
4. S
5. O

Assignment Sheet #5 — Evaluated to the satisfaction of the instructor

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #6 — Evaluated to the satisfaction of the instructor

Assignment Sheet #7 — Evaluated to the satisfaction of the instructor

Assignment Sheet #8 — Evaluated to the satisfaction of the instructor

PLANNING WRITTEN COMMUNICATIONS
UNIT V

TEST

NAME ______________________________ SCORE ______________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

_____a. An extended piece of school writing: an essay designed to teach writing skills

_____b. To make corrections in the content and/or the arrangement of a composition

_____c. Group of related sentences developing one central idea

_____d. First written copy of a composition

_____e. Third section of a composition; an ending which may give a summary of main points, or a restatement of the thesis

_____f. Particulars; specific facts

_____g. Last written copy of a composition, following revision and editing

_____h. Mental activities leading to decisions about a composition's content, style, organization, etc.

_____i. The main section of a composition, giving the reasons behind, or examples to illustrate, the writer's thesis

_____j. To make clear; to expand on

_____k. Details illustrating a statement

_____l. First section of a composition, giving the subject, the writer's thesis, and the plan of development

_____m. A framework which shows the principal parts, or ideas, of an intended piece of writing

_____n. Details explaining a fact or opinion

_____o. The position a writer intends to advance and argue for

1. Paragraph
2. Details
3. Develop
4. Examples
5. Reasons
6. Indent
7. Nonfiction
8. Topic sentence
9. Transition
10. Composition
11. Rough draft
12. Final copy
13. Prewriting
14. Outline
15. Thesis statement
16. Introduction
17. Body
18. Conclusion
19. Revise
20. Edit
21. Style
22. Readability
23. Wordiness

TEST

______p. To correct small, mechanical errors in a composition; includes typos, errors in grammar, word use, and spelling

______q. Using more words than necessary to convey a message

______r. Word, phrase, or sentence that connects ideas between sentences and paragraphs

______s. To space in from left margin

______t. The manner in which the writer speaks to the reader

______u. Last written copy of a composition, following revision and editing

______v. Writing dealing with real events

______w. Measure of how clear and legible a composition appears to the reader: includes such factors as word and sentence length, word choice, number of words, and printing elements

2. Select from the following list characteristics of a nonfiction paragraph. Write an "X" in the blank before each correct statement.

______a. Indicated by indentation, spacing, numerals, typeface changes, or a combination of any of these

______b. Composed of sentences united around a single idea

______c. Never varies in length

______d. Basic material of longer forms of writing

______e. Appears in most poetry

3. List rules for writing an extended paragraph.

a. ____

b. ____

c. ____

d. ____

TEST

4. Select from the following list ways to show relationships of sentences in a paragraph.

_____a. Using prepositions to refer to nouns in previous sentences

_____b. Using pronouns to refer to nouns in previous sentences

_____c. Using transitional expressions

_____d. Repeating sentence patterns

_____e. Repeating topic sentence

_____f. Repeating key words and ideas

_____g. Repeating punctuation patterns

5. Give two ways to develop a paragraph.

a. ____

b. ____

6. List four steps for converting paragraphs to longer writing forms.

a. ____

b. ____

c. ____

d. ____

7. List five rules for forming an outline.

a. ____

b. ____

c. ____

d. ____

e. ____

TEST

8. Discuss procedure for improving the rough draft.

9. Discuss procedure for editing the second draft.

10. List four steps for writing the final (third) draft.
    a.
    b.
    c.
    d.

(NOTE: Test questions 11-18 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

11. Complete a crossword puzzle.
12. Select topic sentences.
13. Select sentences linked with good transitions.
14. Distinguish among sentences that relate closely to topic sentences and those that do not.
15. Write a paragraph developed by giving details or examples.
16. Write a paragraph developed by giving reasons.
17. Write outline.
18. Prepare final copy.

PLANNING WRITTEN COMMUNICATIONS
UNIT V

ANSWERS TO TEST

1. a. 10
   b. 19
   c. 1
   d. 11
   e. 18
   f. 2
   g. 12
   h. 13
   i. 17
   j. 3
   k. 4
   l. 16
   m. 14
   n. 5
   o. 15
   p. 20
   q. 23
   r. 9
   s. 6
   t. 21
   u. 12
   v. 7
   w. 22

2. a, b, d

3. a. Express an opinion, observation, or conclusion in a general (topic) sentence
   b. Write sentences that show why you stated the topic sentences (Support, details, reasons, examples)
   c. Arrange the sentences in a clear, readable order, linking them to each other and to the topic sentence
   d. Revise the topic sentence if necessary (Expand, restrict)

4. b, c, f

5. a. Give details or examples that support the topic sentence
   b. Give reasons that support the topic sentence

6. a. Group paragraphs according to topics
   b. Determine and restrict a main thesis: what all the paragraphs are about
   c. Arrange paragraphs into three parts: an introduction, a body, and a conclusion
   d. Write a rough draft of the essay, letter, or report

7. a. Write title of composition above outline
   b. Use Roman numerals for main topics already covered in paragraphs
   c. Use capital letters for subtopics
   d. Include at least two headings at every level
   e. Do not include introduction and conclusion in outline

8. Evaluated to the satisfaction of the instructor

9. Evaluated to the satisfaction of the instructor

ANSWERS TO TEST

10. Evaluated to the satisfaction of the instructor

11. Evaluated to the satisfaction of the instructor

12. Evaluated to the satisfaction of the instructor

13. Evaluated to the satisfaction of the instructor

14. Evaluated to the satisfaction of the instructor

15. Evaluated to the satisfaction of the instructor

16. Evaluated to the satisfaction of the instructor

17. Evaluated to the satisfaction of the instructor

18. Evaluated to the satisfaction of the instructor

WRITING LETTERS AND REPORTS
UNIT VI

UNIT OBJECTIVE

After completing this unit, the student should be able to write an effective business letter and memorandum. The student should also be able to select from a list true statements about a formal report. The student will show this knowledge by completing the assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with writing letters and reports to the correct definitions.
2. List the eight basic parts of a business letter.
3. State the amount of space on a page devoted to the letterhead.
4. Select from a list true statements about the date line.
5. Select from a list true statements about the inside address.
6. Select from a list true statements about the salutation.
7. Select from a list true statements about the body of a letter.
8. Select from a list true statements about organizing thoughts and information through a topical outline.
9. Match the common errors to avoid when writing sentences to the correct descriptions of each.
10. Distinguish between good and poor business statements.
11. Match the ways to achieve paragraph and message unity to the correct descriptions of each.
12. Select from a list true statements about the complimentary close.
13. Match complimentary closes to the degrees of formality.
14. Name the options used in writing the signer's identification line.
15. Select from a list true statements about the reference notation.
16. Write the two forms for a second page heading.

OBJECTIVE SHEET

17. Identify the four basic letter styles.
18. Select from a list true statements about envelopes.
19. Select from a list the basic characteristics of a memorandum.
20. Match the three parts of a formal report to correct descriptions of each.
21. Select from a list true statements about a formal report.
22. Write a topic sentence outline.
23. Identify common sentence structure errors.
24. Identify the three major achievers of paragraph and message unity.
25. Prepare two envelopes for mailing.
26. Write a memorandum.

WRITING LETTERS AND REPORTS
UNIT VI

SUGGESTED ACTIVITIES

I. Unit contents

A. Objective sheet

B. Suggested activities

1. Supplement #1 — Two-Letter State Abbreviations

2. Transparency masters

a. TM #1 — Basic Parts of a Business Letter

b. TM #2 — Basic Letter Styles

c. TM #3 — Basic Letter Styles (Continued)

d. TM #4 — Addressing Envelopes

e. TM #5 — Formal Report: Title Page

f. TM #6 — Formal Report: Table of Contents

g. TM #7 — Formal Report: List of Tables or Figures

C. Information sheet

D. Assignment sheets

1. Assignment Sheet #1 — Topic Sentence Outline

2. Assignment Sheet #2 — Common Sentence Structure Errors

3. Assignment Sheet #3 — Paragraph and Message Unity

4. Assignment Sheet #4 — Envelopes

5. Assignment Sheet #5 — Memorandums

E. Answers to assignment sheets

F. Test

G. Answers to test

II. Instructor's guide

A. Review unit and plan presentation.

B. Obtain materials to supplement unit.

SUGGESTED ACTIVITIES

C. Introduce unit.

- Bring copies of business letters, ads, house magazines, company reports, and other examples of business writing to class. Photocopy the shorter examples for class distribution. Discuss each example, asking first for student reactions, then analyzing the writing elements which caused those reactions. To conclude the discussion, summarize what writing elements most effected students, and stress that business writing, like all writing, is a communication between essentially two people: a *writer* and a *reader*, even though there may actually be multiple writers and multiple readers of any one communication.

  (NOTE: Understanding this initial concept may help students to develop a better sense of writers' responsibility to their audience.)

- Encourage students to begin collecting an assortment of business communications they encounter at work, school, and home (in their mail). Have them report out periodically on what they have found, bringing their examples to class.

D. Provide students with unit.

E. Discuss unit and specific objectives.

F. Discuss information and assignment sheets.

1. Use Information Sheet, Section I, to discuss terms and definitions associated with writing letters and reports.

2. Use Information Sheet, Sections II through VI, to discuss basic parts of a business letter, including letterhead spacing, date line, inside address and salutation.

   - Display Transparency #1 to illustrate all six sections.

   - Hand out Supplement #1 in connection with Section V, subheading C.

3. Use Information Sheet, Section VII, to discuss the body of a letter.

   - Notice that the last seven of the ten subheadings in this section concern elements that call for a strong awareness of audience. Stress with students that envisioning their reader as they write the body of the letter will help them to conform to the rules given in this section.

   - To help them develop a better sense of audience, have students write one-paragraph summaries of advertisements from current magazines. (Ask each student to bring a magazine to class for their own use.) In the summaries, students should tell who they think the ads are aimed for, and how elements in the ads reveal that audience.

SUGGESTED ACTIVITIES

4. Use Information Sheet, Section VIII, to discuss organizing thoughts and information through a topical outline.

   - Have students complete Assignment Sheet #1, then go over the topic sentence exercise together as a class, using a chalkboard to create an outline according to students' input.

5. Use Information Sheet, Section IX, to discuss common errors to avoid when writing sentences.

   - Complete Assignment Sheet #2 together, using a chalkboard.

   (NOTE: If students seem to be having difficulty with the material in this section, numerous drills and exercises on the subject are available in most English composition textbooks, available at school and university libraries. While such drills may be helpful, another effective way to teach sentence competency is by using students' own sentences as drills. That is, have students write a letter or short series of paragraphs, and then have them rewrite and number each sentence on separate lines. Have them read aloud each sentence, listening to determine for themselves if it "sounds right." If not, they should re-check the sentence for one of the four given sentence errors.)

6. Use Information Sheet, Section X, to discuss good and poor statements in business communication.

   - Students should note the differences between the two lists of statements in terms of word count, main subject and verb, level of vocabulary, and tone toward audience.

7. Use Information Sheet, Section XI, to discuss ways to achieve paragraph and message unity.

   - Have students complete Assignment Sheet #3, then review together in class.

8. Use Information Sheet, Sections XII through XVI, to discuss the complimentary close, degrees of formality for the complimentary close, options in the signer's identification line, reference notation, and two forms for second page heading.

   - Refer back to Transparency #1 in discussing these sections.

9. Use Information Sheet, Section XVII, to discuss basic letter styles.

   - Display Transparencies #2 and #3.

10. Use Information Sheet, Section XVIII, to discuss envelopes.

    - Display Transparency #4.

SUGGESTED ACTIVITIES

- Have students complete Assignment Sheet #4.
- Have students begin to add business envelopes to their file of business communications.

11. Use Information Sheet, Section XIX, to discuss memorandums.

    - Have students complete Assignment Sheet #5.

12. Use Information Sheet, Sections 20-21, to discuss the three parts of a formal report, including preliminaries, body, and supplements.

    - Display Transparencies #5, #6, and #7.

G. Give test.

H. Critique test and discuss in class.

I. Reteach and retest as necessary.

III. Unit references

A. Ewing, David W. *Writing for Results in Business, Government, The Sciences, The Professions*. 2nd ed. New York: John Wiley and Sons, 1979.

B. Himstreet, William C. and Wayne M. Baty. *Business Communications*. 8th ed. Boston: Kent Publishing Company, 1986.

C. Pearsall, Thomas E. and Donald H. Cunningham. *How to Write for the World of Work*. 3rd ed. New York: Holt, Rinehart and Winston, 1986.

SUGGESTED ACTIVITIES

SUPPLEMENT #1 — TWO-LETTER STATE ABBREVIATIONS

Alabama	AL
Alaska	AK
Arizona	AZ
Arkansas	AR
California	CA
Colorado	CO
Connecticut	CT
Delaware	DE
District of Columbia	DC
Florida	FL
Georgia	GA
Guam	GU
Hawaii	HI
Idaho	ID
Illinois	IL
Indiana	IN
Iowa	IA
Kansas	KS
Kentucky	KY
Louisiana	LA
Maine	ME
Maryland	MD
Massachusetts	MA
Michigan	MI
Minnesota	MN
Mississippi	MS
Missouri	MO
Montana	MT
Nebraska	NB
Nevada	NV
New Hampshire	NH
New Jersey	NJ
New Mexico	NM
New York	NY
North Carolina	NC
North Dakota	ND
Ohio	OH
Oklahoma	OK
Oregon	OR
Pennsylvania	PA
Puerto Rico	PR
Rhode Island	RI
South Carolina	SC
South Dakota	SD
Tennessee	TN
Texas	TX
Utah	UT
Vermont	VT
Virginia	VA
Virgin Islands	VI
Washington	WA
West Virginia	WV
Wisconsin	WI
Wyoming	WY

Basic Parts of a Business Letter

VoTech
OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE. • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

Letterhead

February 3, 1979

Date Line

Mr. James W. Franklin
1215 Berkshire Drive
Tulsa, OK 14627

Inside Address

Dear Mr. Franklin:

Salutation

Congratulations! Welcome to the Oklahoma State Department of Vocational and Technical Education.

Body

Your work will start in our Stillwater office July 1 at a beginning salary of $600 a month. We believe that you will show the kind of progress justifying a higher salary within a reasonable time. You have our confidence and our best wishes.

Cordially,

Complimentary Close

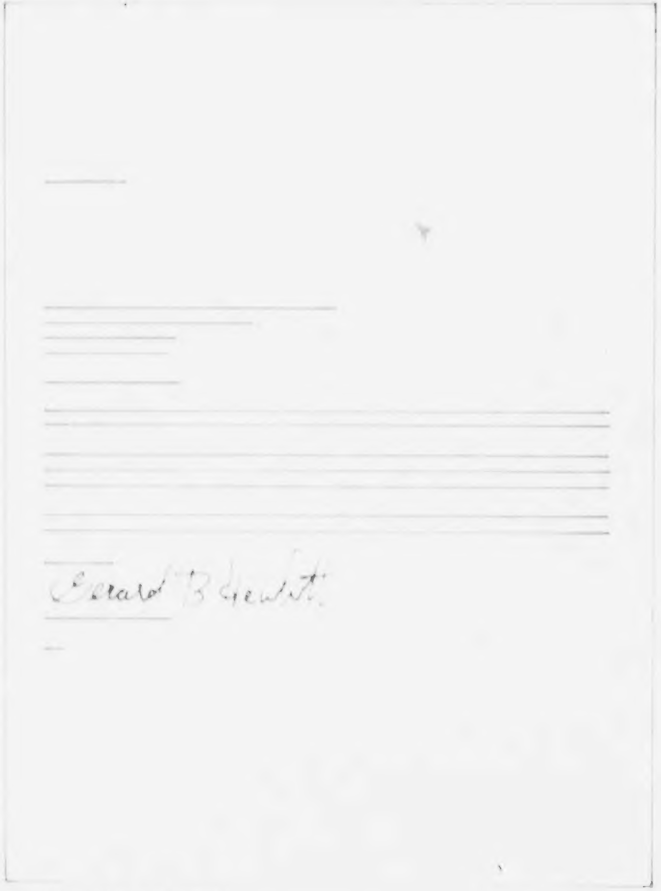
John H. Doe
Coordinator

Signer's Identification Line

dcc

Reference Notation

Basic Letter Styles



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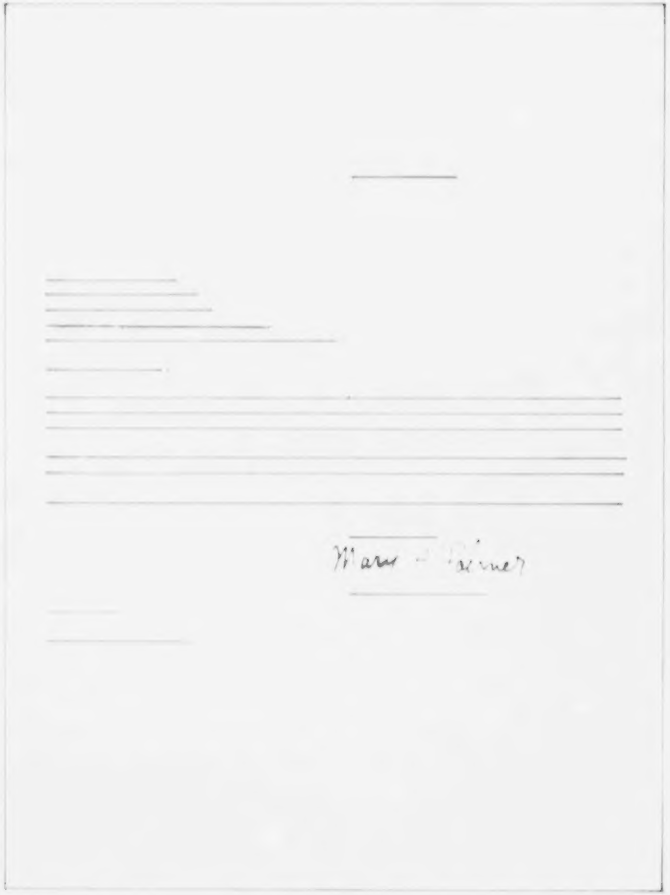

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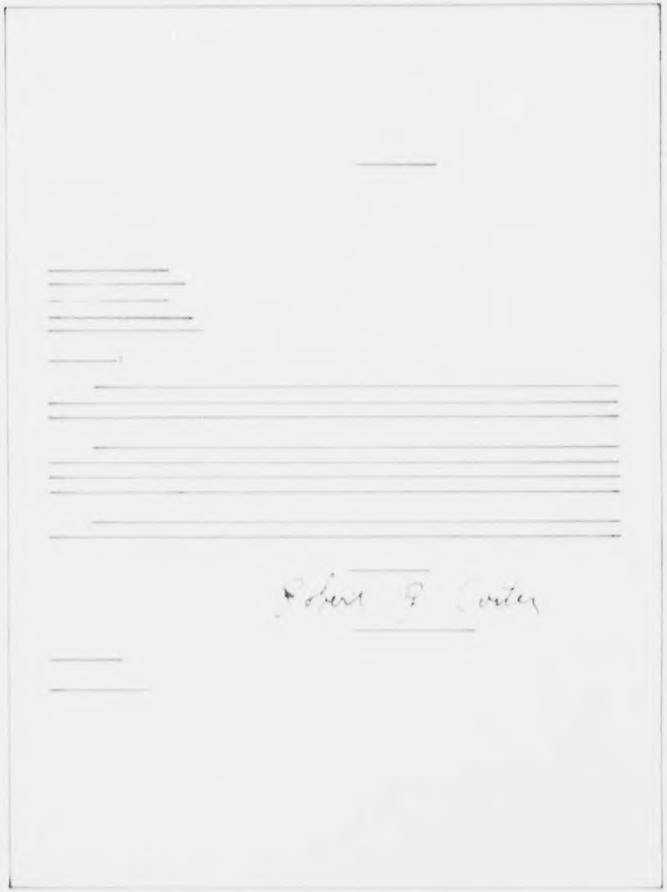
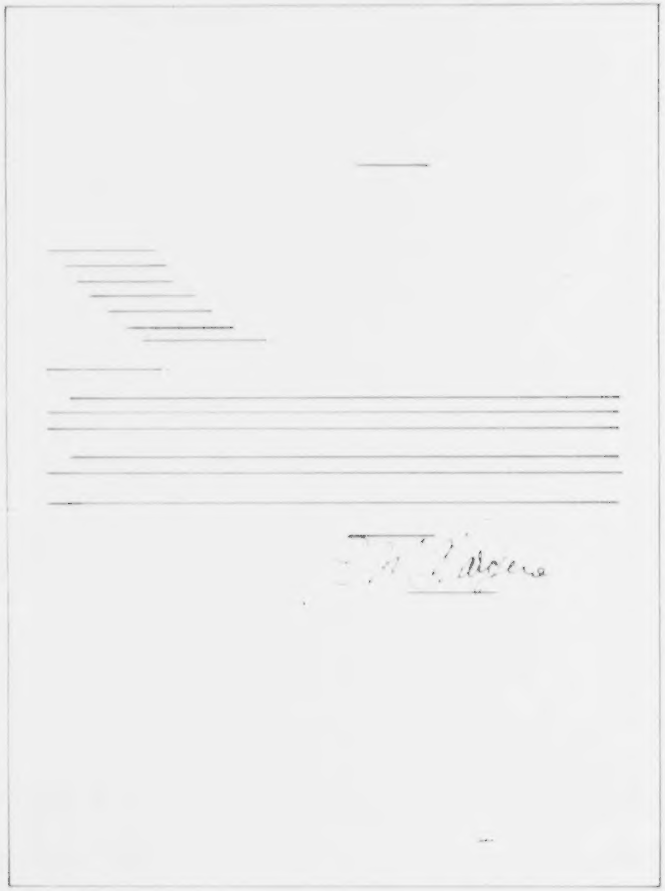
Basic Letter Styles (Continued)

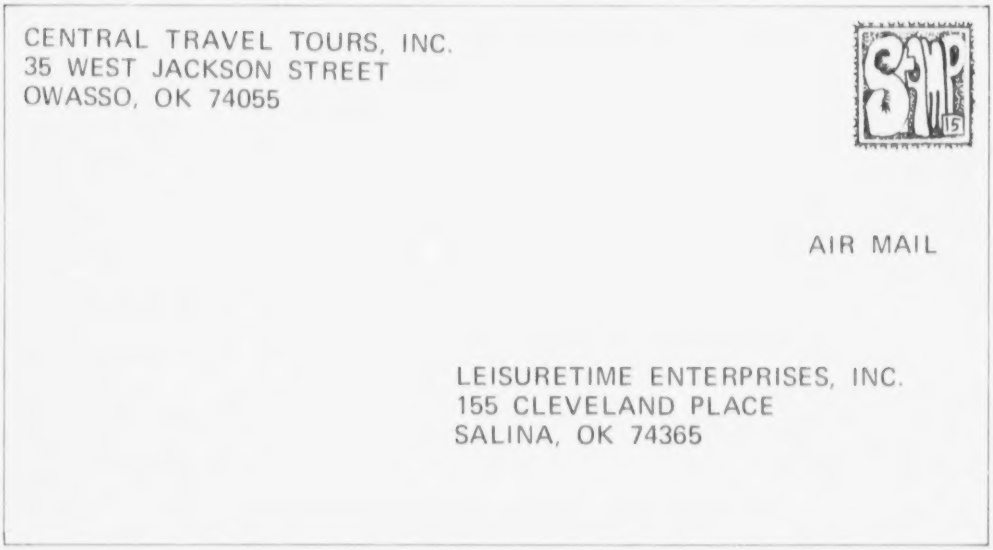

Robert G. Carter

Semiblocked



Indented

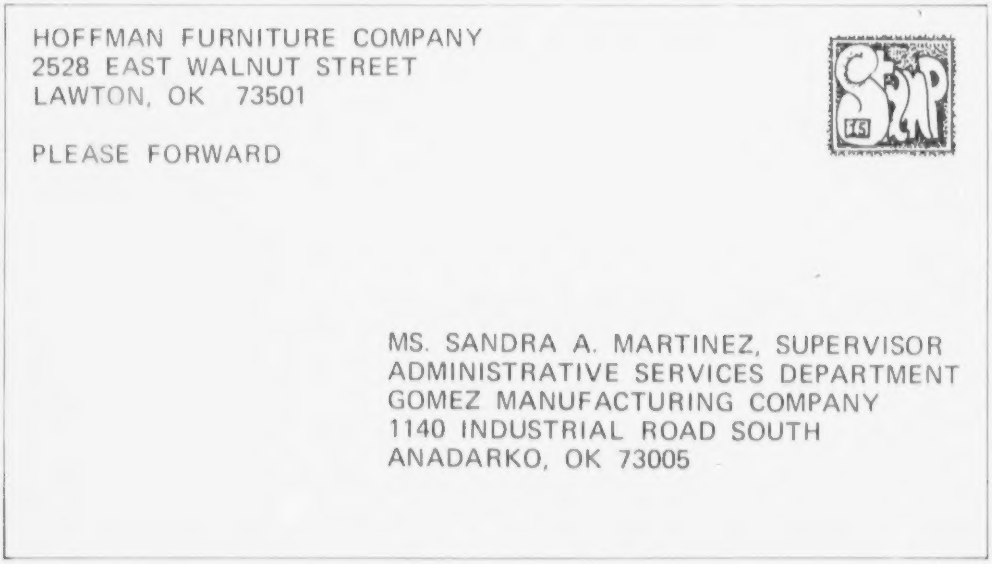
Addressing Envelopes



CENTRAL TRAVEL TOURS, INC.
35 WEST JACKSON STREET
OWASSO, OK 74055

AIR MAIL

LEISURETIME ENTERPRISES, INC.
155 CLEVELAND PLACE
SALINA, OK 74365

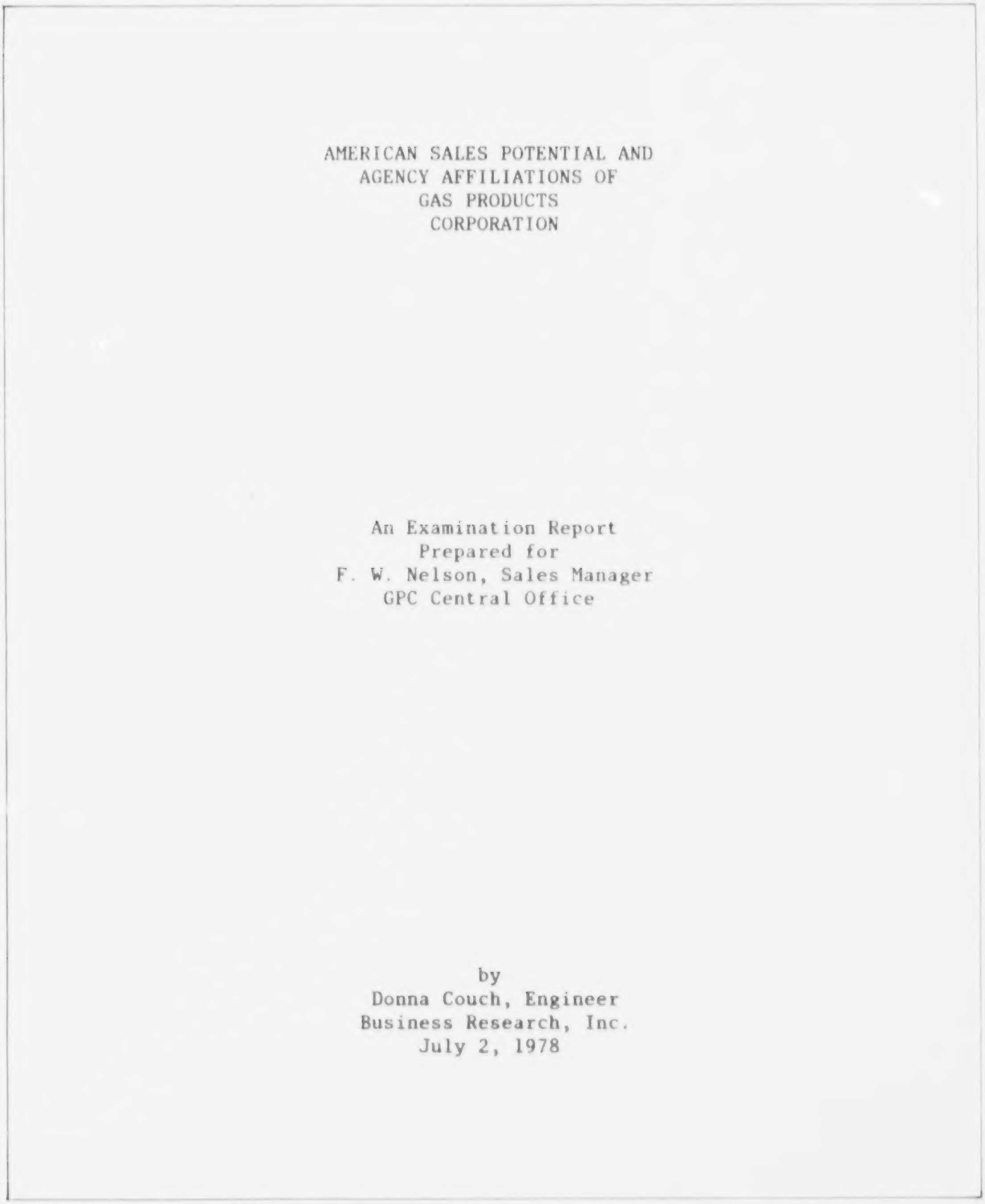


HOFFMAN FURNITURE COMPANY
2528 EAST WALNUT STREET
LAWTON, OK 73501

PLEASE FORWARD

MS. SANDRA A. MARTINEZ, SUPERVISOR
ADMINISTRATIVE SERVICES DEPARTMENT
GOMEZ MANUFACTURING COMPANY
1140 INDUSTRIAL ROAD SOUTH
ANADARKO, OK 73005

Formal Report: Title Page



AMERICAN SALES POTENTIAL AND
AGENCY AFFILIATIONS OF
GAS PRODUCTS
CORPORATION

An Examination Report
Prepared for
F. W. Nelson, Sales Manager
GPC Central Office

by
Donna Couch, Engineer
Business Research, Inc.
July 2, 1978

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WRITING LETTERS AND REPORTS
UNIT VI

INFORMATION SHEET

I. Terms and definitions

A. Letterhead — Firm's name, address, telephone number, and/or symbol to identify the nature of the firm's business; usually appears at top of stationary

B. Date line — Month, day of month, and year

C. Inside address — Name, address, and company of the person to whom the letter is written

D. Salutation — Opening greeting of the letter

E. Body — All the material between the salutation and the complimentary close; the message

F. Complimentary close — "Good-bye" of the letter

G. Signer's identification line — Typed name and title of the person who signs the letter

H. Reference notation — Used to identify the typist and the one who signs the letter

I. Memorandum (memo) — Written exchange of ideas between individuals, departments, or branches of one organization

J. Formal report — Process of presenting business information and data in report form

K. Trade association journals — Publications printed by various nonprofit organizations to disseminate information about the industry

(NOTE: There are over 12,000 trade associations in the United States.)

L. House magazine — Magazine produced by a company to build morale among the employees

(NOTE: House magazines may feature articles on safety, public service projects, retirements, promotions, company policies, winners of contests, new store openings, and editorials.)

II. Basic parts of a business letter

A. Letterhead

B. Date line

C. Inside address

INFORMATION SHEET

D. Salutation

E. Body

F. Complimentary close

G. Signer's identification line

H. Reference notation

III. Amount of space on a page devoted to letterhead — Not more than depth of 6.25 cm (about 2 1/2") from the top of the page

IV. Date line

A. Should not be written in figures along

EXAMPLE: February 28, 1988

B. Should not include such abbreviations as -st, -nd, -d, -rd, or -th after the day of the month, i.e. 1st, 2nd, 3rd

C. Should be typed two lines below the printed letterhead

V. Inside address

A. Should always be typed or written in at least three lines but may be in four or more lines

B. Should not contain the abbreviation of names of streets, cities, or counties

C. May include the two-letter abbreviation of the state as authorized by the U.S. Postal Service

(NOTE: These abbreviations are in all capitals and without periods. Most post offices prefer this type of abbreviation. It is also acceptable to spell out the state.)

D. *Must* include the ZIP code on the last line of the address, following the city and state

(NOTE: The U.S. Postal Service recommends only one space should be left between the last letter of the state and the first digit of the code.)

E. Should be typed or written with at least three blank lines between the date line and the first line of the inside address

(NOTE: Leaving more than three blank lines is acceptable if it is required to properly balance the letter. This could also be done in the closing lines.)

INFORMATION SHEET

VI. Salutation

  A. Is always blocked at the left margin

  B. Is preceded and followed by one blank line

VII. Body of a letter

  A. Single space lines of message

  (NOTE: The body may be double-spaced if message is very short.)

  B. Leave one blank line between paragraphs

  C. May indent paragraphs five spaces

  (NOTE: This indention is required if the message is double-spaced.)

  D. Keep message brief

  E. Include all information that the receiver needs

  F. Say what is meant, simply and directly

  G. Must have accurate information presented in proper form

  (NOTE: Make sure all facts, figures, spelling, punctuation, grammar, and style details are correct.)

  H. Should be courteous

  I. Should have a positive tone

  (NOTE: This is usually set by the first sentence of the letter.)

  J. Concentrate on the reader's interest and viewpoint

VIII. Organizing thoughts and information through a topical outline

(NOTE: The following steps may be accomplished by completing a topical outline before writing the letter.)

  A. Decide on your purpose for writing and the receiver's purpose for reading

  EXAMPLE: You want to sell a new Soundtone stereo.

  The Soundtone, an excellent stereo is designed to meet the buying preferences of modern Americans

INFORMATION SHEET

B. Decide what data to state

EXAMPLE: Sound quality of the Soundtone

Various models of the Soundtone entertainment system

Popularity of the Soundtone

C. Decide what order to follow in stating the data

EXAMPLE: (1) Meets buying preferences of modern Americans

(2) Various models of Soundtone entertainment system

(3) Popularity of Soundtone

(4) Soundtone's quality

D. Decide how to unify the data into a coherent message

EXAMPLE: The Soundtone, the newest, most modern entertainment system, is designed to meet the buying preferences of modern Americans. From the four Soundtone models, you're sure to find the unit that is uniquely you.

Soundtone is the most popular entertainment equipment in the United States. Having sold 60 million units this year alone, we think Soundtone's record speaks for itself.

More importantly, Soundtone's superior design and the quality of the work produces a sound incomparable to other systems. You have to hear it to believe it. Drop by your dealer today and see what the Soundtone people are doing for you!

IX. Common errors to avoid when writing sentences

A. Sentence fragment — Incomplete statement

EXAMPLE: Fragmented sentence: Although we can modify the procedure.

Unified sentence: Although this procedure is the usual one, we can modify it.

B. Loose connections — *Excessive* use of conjunctions, especially *ands* and *buts*

EXAMPLE Loose Connection: Patton, Inc., maintains a research division, and the main office is in Chicago.

Unified Connection: Patton, Inc., maintains a research division. The home office is in Chicago.

INFORMATION SHEET

C. Word omission — Words left out that are required to make the message clear

EXAMPLE: Words missing: Acknowledgement received. Glad order suited. Suggested credit terms OK.

Unified Sentence: Thanks for stating that our shipment please you. We will fill all orders promptly according to the credit terms you suggested.

D. Comma splice — Placing a comma between statements of two complete ideas

EXAMPLE: Spliced Sentence: We have two rush orders, I'll fill them now.

Unified Sentence: We have two rush orders. I'll fill them now.

X. Statements for business communication

	POOR BUSINESS STATEMENTS	GOOD BUSINESS STATEMENTS
A.	This is to acknowledge receipt of your letter	Thank you for writing me about
B.	Please advise us of the action you intend to take	Please let us know what you plan to do
C.	I cannot advise you as to when the contract will be ready	I cannot tell you when the contract will be ready
D.	We are in receipt of your check for $81.20	Thank you for your check for $81.20
E.	We are crediting your account as per instruction	As you instructed, we are crediting your account
F.	I received your order of February 8, which I duly acknowledge	Thank you for your order of February 8
G.	I am sending you a duplicate bid herewith	Enclosed (or attached) is a duplicate bid
H.	If our substitution is not satisfactory, kindly let us know	If the substitution we are sending you is not satisfactory, please let us know
I.	Our money order in the amount of $6.00 is enclosed	We are enclosing our money order for $6.00
J.	I have received your letter and thank you for the same	Thank you for your letter

INFORMATION SHEET

	POOR BUSINESS STATEMENTS	GOOD BUSINESS STATEMENTS
K.	May I take the liberty to tell you how much we value your business	We sincerely appreciate your business
L.	The writer wishes to acknowledge receipt of the book	Thank you for sending me the book
M.	I trust my suggestion will be satisfactory	I hope my suggestion will be satisfactory
N.	I have your letter under date of October 9	I have your letter of October 9

XI. Ways to achieve paragraph and message unity

A. Transitions — Words, phrases, sentences, even whole paragraphs that carry the reader from one idea to the next

EXAMPLES: However, therefore, consequently, similarly

B. Modifiers — Words, phrases, and clauses that purposely limit the interpretation of other sentence elements

EXAMPLES: Only you have contributed $5,000 to the project.
You have only contributed $5,000 to the project.
You have contributed only $5,000 to the project.
To the project only, you have contributed $5,000.

(NOTE: Notice how the meaning changes as the modifier "only" is shifted.)

C. Parallelism — Coordinating elements of same grammatical structure: used when ideas are similar in character and importance

EXAMPLE: Nonparallel: I want to learn about *writing letters*, *business forms*, and *to fill out resumes*. (Nouns and one infinitive phrase)

Parallel: I want to learn about *writing letters*, *business forms*, and *resumes*. (All nouns)

XII. Complimentary close

A. Should be typed or written with one blank line between the last line of the body and the closing

B. Should have only the first word capitalized

C. Should correspond to the formality or informality of the salutation

INFORMATION SHEET

XIII. Complimentary closes for the degree of formality

A. To show great respect — Respectfully yours, yours respectfully, very respectfully yours, yours very respectfully

B. Formal — Yours very truly, very truly yours

C. Somewhat less formal — Sincerely yours, yours sincerely, yours very sincerely, very sincerely yours

(NOTE: This group of closings is preferred in most cases.)

D. More personal and friendly — Cordially yours, yours cordially, yours very cordially, very cordially yours

XIV. Options in the signer's identification line

A. Typed name of the one who signs the letter

EXAMPLE: Sincerely yours,

Fred T. Jones

Fred T. Jones

B. Typed name and business title of the signer

EXAMPLE: Sincerely yours,

Fred T. Jones

Fred T. Jones
Sales Manager

C. Business title of the writer

EXAMPLE: Sincerely yours,

Fred T. Jones

Sales Manager

Department of the writer

EXAMPLE: Sincerely yours,

Fred T. Jones

Sales Department

INFORMATION SHEET

XV. Reference notation

(NOTE: This is used only if the person does not type his/her own letter.)

A. Is blocked at the left margin

B. Is typed one blank like below the signer's identification line

C. Is not necessary to repeat signer's initials in the reference line if his/her name is typed in the identification line

EXAMPLES: ASB:AK asb/k amk
ASB:K A.B.Smith/ak ABS/ak

XVI. Two forms for second page heading

A. Name Page number Date

B. Name
Page number
Date

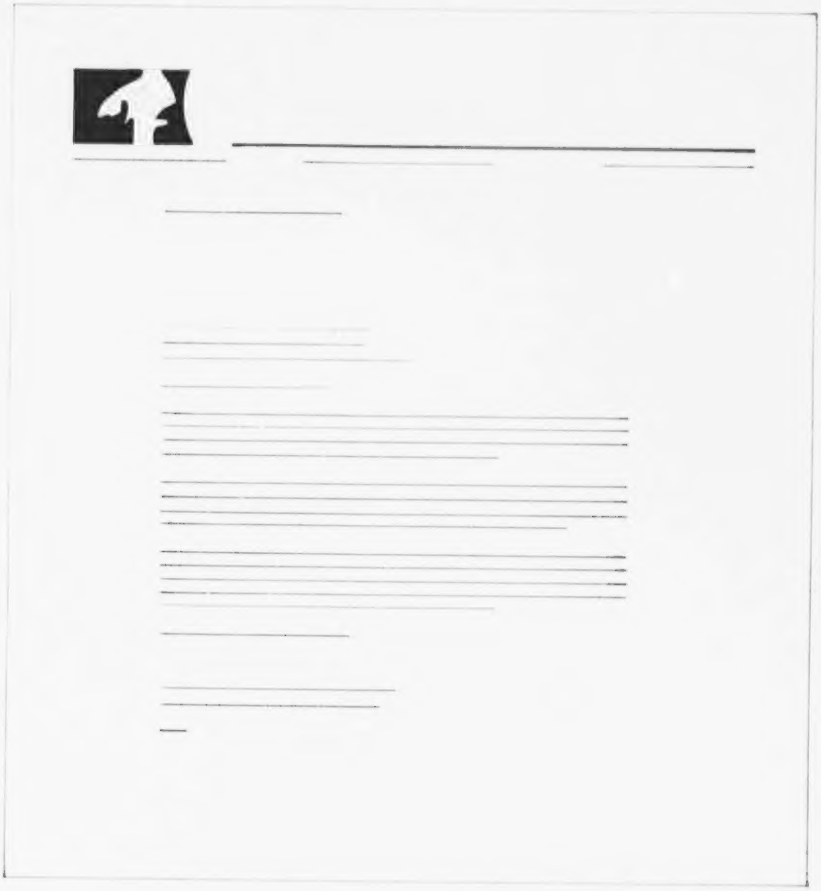
INFORMATION SHEET

XVII. Basic letter styles

A. Full-blocked

(NOTE: In this letter style all lines begin even at the left margin.)

EXAMPLE:

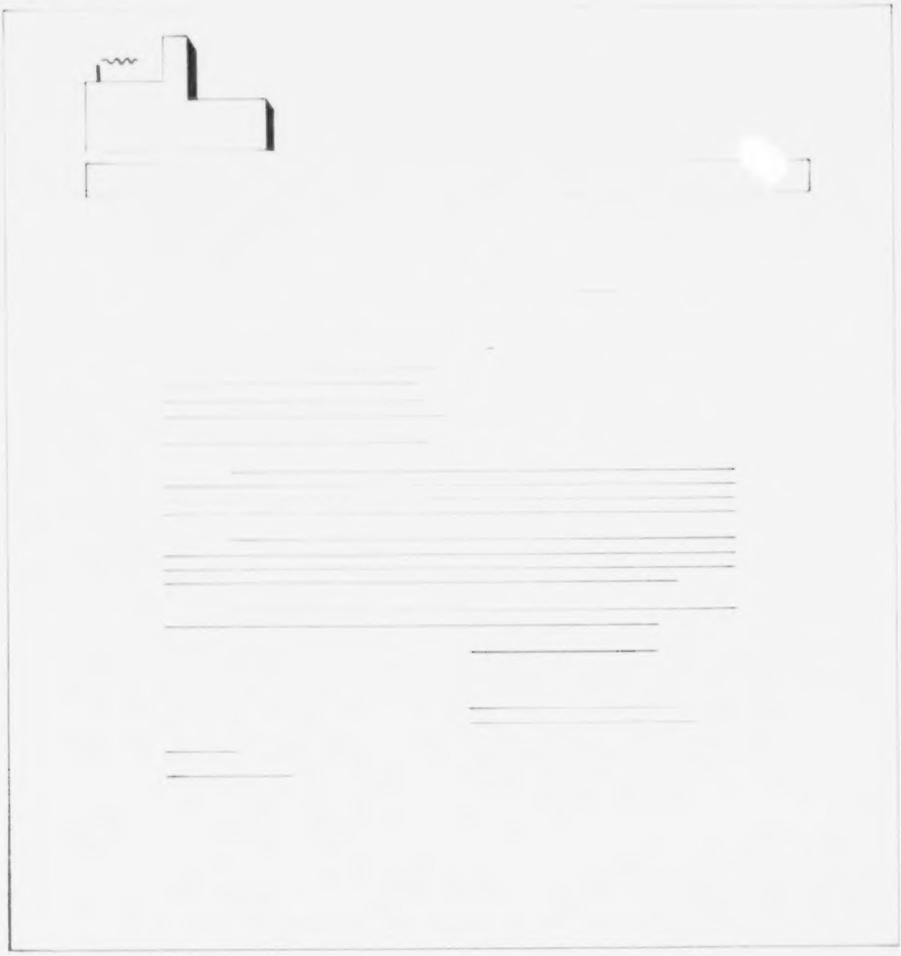


INFORMATION SHEET

B. Blocked

(NOTE: This is the same as full-blocked but with the date and closing lines begun at or near the center.)

EXAMPLE:



C. Semiblocked

(NOTE: This is the same as blocked but with paragraphs indented.)

D. Indented

(NOTE: This is the same as semiblocked but with lines of inside address and close in stepped indentions.)

INFORMATION SHEET

XVIII. Envelopes

A. Should display the same address that appears on the inside address of the letter

B. Should be addressed in single spacing regardless of the number of lines required

(NOTE: The U.S. Postal Service is recommending that the address be typed using all capital letters or written using only black ink. This will help as the Postal Service uses more electronic scanners to handle the mail.)

C. Should always include the ZIP code

D. Should not contain symbols or abbreviations unless they are required in specific instances

(NOTE: State abbreviations as authorized by the U.S. Postal Service may be used.)

E. Should display special references of a personal, confidential, or routine nature, a triple space below the return address, and three spaces from the left edge of the envelope

F. Should display special service notations below the stamp and at least three line spaces above the address

EXAMPLE: Special Delivery, Special Handling, Airmail

G. Should always include the sender's address in the upper left corner of the envelope

XIX. Memorandums

A. Should use a four-part heading aligned with memo's left margin

1. To: (the name of the person or department to whom the memorandum is written
2. From: (the sender's name)
3. Date: (month, day, and year)
4. Subject: (topic of the message)

B. Should not include a signature when sent to a group

C. Should only be initialed when the message is intended for individuals

INFORMATION SHEET

D. Should follow a three-part development—introduction, body, conclusion—and should use headings in longer examples with several topics

XX. Three parts of a formal report

A. Preliminaries — Items that establish a clear understanding of the message

B. Body — Specific details of the study's introduction, discussion, conclusions, and recommendations

C. Supplements — Materials that identify the origins of pertinent information and provide exhibits which are too cumbersome for inclusion elsewhere in the report

XXI. Formal report

(NOTE: These steps may be shortened for informal reports.)

A. Preliminaries

1. Cover or binder — Displays the report title and the author's name

2. Flyleaves — One blank sheet at the front and another blank sheet at the back of the report

    a. Helps protect the other pages

    b. Provides room for the reader's comments or notes

3. Title page

    a. Shows the full name of the report

    b. Identifies the principal reader as well as the author

    c. Shows date report is submitted

4. Table of contents

    a. Occupies a page by itself

    b. Shows the chapter or section titles, headings, and subheadings

5. List of tables or figures

    a. Occupies a page by itself

    b. Shows the visual aids that the report contains

INFORMATION SHEET

c. Displays Roman numerals for tables

d. Displays Arabic numerals for figures, including charts and graphs

(NOTE: The list of tables should precede the list of figures.)

6. Synopsis — Summary of the purpose and results of the study; should immediately precede the body of the report

B. Body

1. Introduction — States the purpose, scope, limitations, and justification of the study

2. Discussion — States the findings of the study

3. Conclusion — Logical "summing up" which states results of study

4. Recommendations — State how the conclusions should be used

C. Supplements

1. Bibliography — List of books, publications, or other sources used for the report

2. Appendix — Contains table of contents, tables, figures, and exhibits

3. Index — Helps the reader find specific data quickly; lists the names and page numbers of major and minor items

WRITING LETTERS AND REPORTS
UNIT VI

ASSIGNMENT SHEET #1 — TOPIC SENTENCE OUTLINE

NAME ______________________________ SCORE ______________

A. Read the following case study carefully and write a topic sentence outline following the four-step method already discussed.

The Cotton-Bale Manufacturing Company was to ship The Cimarron Textile Mill, air freight, four bales of refined cotton. The purchase order for the merchandise, P.O. No. 005586, was mailed to Cotton-Bale three weeks ago and there has been no acknowledgement or response regarding the order. The refined cotton was more expensive at Cotton-Bale but because their sales representative, Bob Smith, promised delivery in one week Cotton-Bales was chosen for the supplier. Now, Mrs. Whitehead, President of The Cimarron Textile Mill, has told you, "Write those people at Cotton-Bale and find out what the hold-up is on that cotton. And if they can't get that stuff up here by the day after tomorrow just cancel the order! We'll get it locally."

WRITING LETTERS AND REPORTS
UNIT VI

ASSIGNMENT SHEET #2 — COMMON SENTENCE STRUCTURE ERRORS

NAME ______________________________ SCORE ______________

The following statements are examples of sentence fragments, loose connections, word omissions, and comma splices. Correct each statement and identify the error.

A. We have two rush orders, I'll fill them now.

B. Order received.

C. This publication shows many ways the MT/ST can be used, and your business profits should increase, but a tryout of the machine will cost you nothing.

D. Each day we encounter problems. Which require an immediate solution.

E. Your order was shipped yesterday. That you called about.

F. Speaking to the customer, it suddenly seemed that I knew him.

G. Every employee of this company can request the vacation period that they prefer which has been part of our policy for ten years.

H. Help Tom when you can. Because he is a new employee.

WRITING LETTERS AND REPORTS
UNIT VI

ASSIGNMENT SHEET #3 — PARAGRAPH AND MESSAGE UNITY

NAME ______________________________ SCORE ______________

Read the following paragraph and identify the three major achievers of message unity—transitions, modifiers, and parallelism.

The Brownie movie camera has a popular wide-angle lens. Moreover, the Brownie gives you both standard and zoom shots with full light meter coordination. By way of contrast, many other movie cameras, at comparable prices, lack the automatic zoom control. In addition, only the Brownie is powered by ordinary flashlight batteries and cleaning, adjusting, or oiling any Brownie part is always an easy task.

A. List the transitions

1. ______________________________

2. ______________________________

3. ______________________________

B. List the modifiers

1. ______________________________

2. ______________________________

3. ______________________________

C. List the parallelism — ______________________________

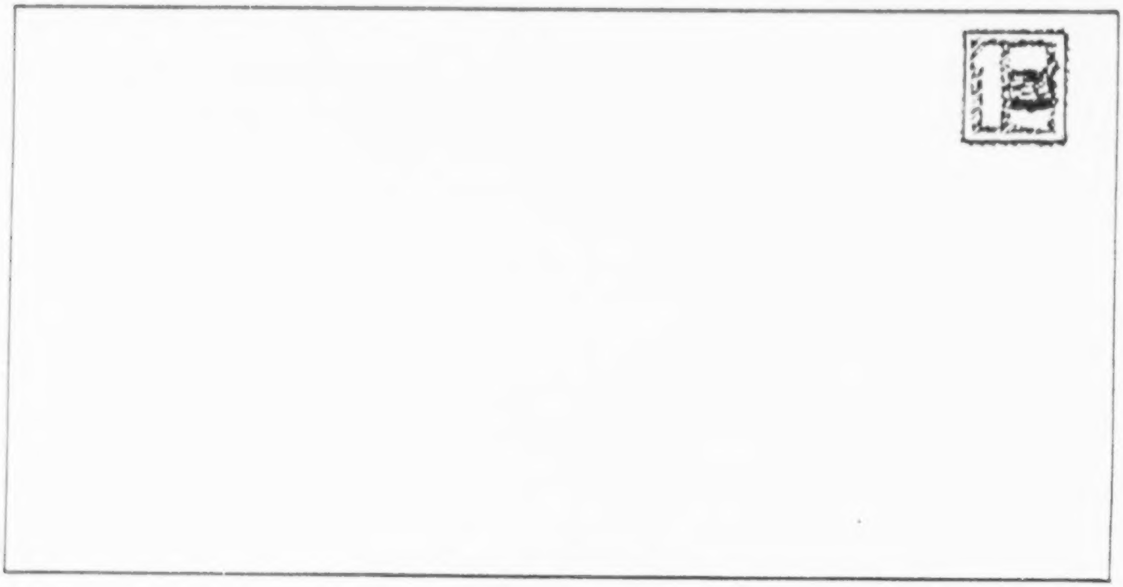
WRITING LETTERS AND REPORTS
UNIT VI

ASSIGNMENT SHEET #4 — ENVELOPES

NAME ______________________ SCORE ____________

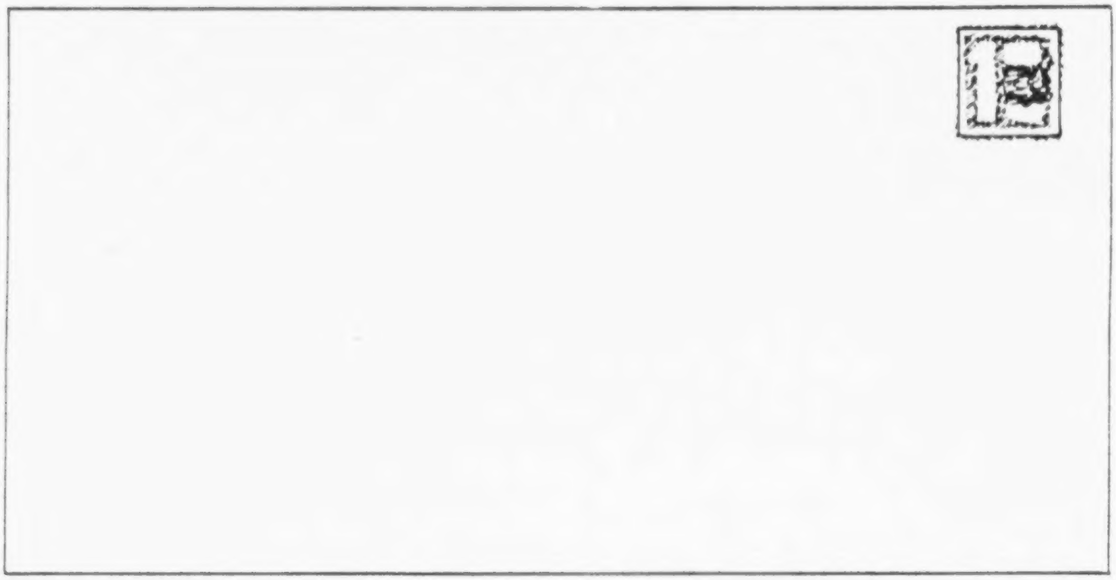
Using the information below, prepare two envelopes suitable for mailing. If you already know how to type, prepare the envelopes using an actual typewriter and envelopes.

A. Letter from Mr. Theodore Best, 1314 West Fifteenth Street, Runningwater, Oklahoma 74074 to Mr. Rex Least, 1516 East Sixth Street, Stalewater, Oklahoma 73044. The letter is to be marked Personal.



ASSIGNMENT SHEET #4

B. Letter from Dr. Bill Redding, 2602 North Park Drive, Rapid City, Oklahoma 75035 to Dr. Fern Green, 1423 Boulder Avenue, Department #96, Waterfall, Nebraska 30557. The letter is to be marked Airmail.



WRITING LETTERS AND REPORTS
UNIT VI

ASSIGNMENT SHEET #5 — MEMORANDUMS

NAME ____ SCORE ________________

Write a memorandum to Mr. Bob Jones, your secretary, and tell him about the new part-time employee, Susan Fox, who will start working under his supervision next week. Use the correct format.

WRITING LETTERS AND REPORTS
UNIT VI

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

Step 1. Decide your purpose for writing and/or the receiver's purpose for reading.

The Cimarron Textile Mill has not received their order of cotton and will cancel the order unless it can be in their office by the day after tomorrow.

Step 2. Decide what data to state.

Our purchase order No. 005586 was mailed three weeks ago, July 3. We need to have immediate delivery.

Step 3. Decide what order to follow in stating the data.

Refer to the purchase order number first. Then mention the date the order was mailed and the type of merchandise ordered; specify the date you were promised delivery. Tell them you must cancel the order if they can't ship immediately.

Step 4. Decide how to unify the data into a coherent message.

On July 3, 19___, we mailed you our purchase order No. 005586 for four bales of refined cotton.

Mr. Bob Smith told us we could expect the shipment in one week, but, as of today, we have not received the order.

We need to get this material immediately. If you cannot have the order in our office by the day after tomorrow perhaps we can purchase it from our local supplier.

We will appreciate your prompt attention to this matter.

Assignment Sheet #2

A. Comma splice
We have two rush orders. I'll fill them now.
B. Word omission
We received your order today.
C. Loose connection
Your business should profit from increased efficiency and decreased costs through the many uses of our MT/ST. A try-out is free.
D. Fragment
Each day we encounter problems which require an immediate solution.
E. Fragment
The order you called about was shipped yesterday.

ANSWERS TO ASSIGNMENT SHEETS

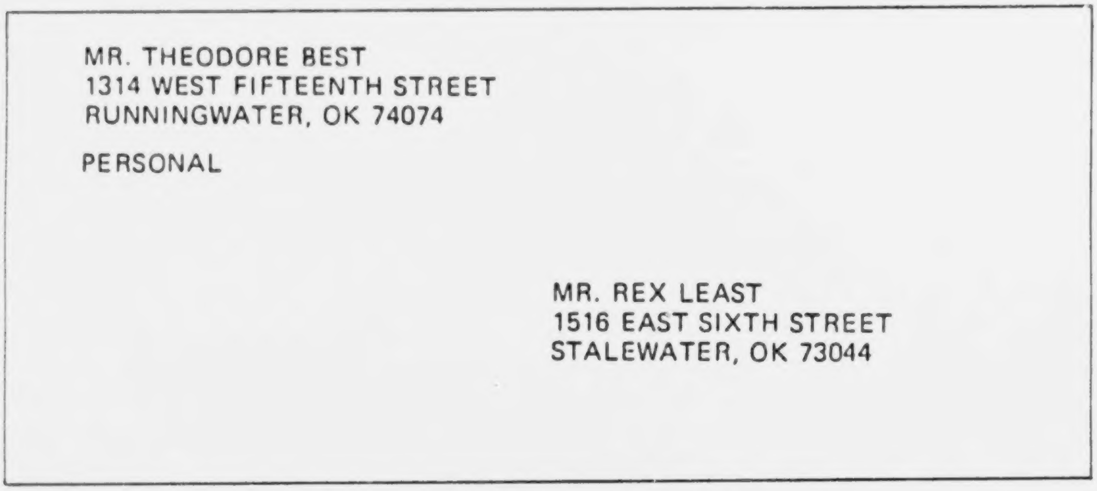
F. Comma splice
I recognized the customer.
G. Loose connection
Every employee can request the vacation period he/she prefers. It has been our policy for ten years.
H. Fragment
Help Tom when you can. He is a new employee.

Assignment Sheet #3

A. 1. Moreover
2. By way of contrast
3. In addition
B. 1. Many
2. Only
3. Always
C. Cleaning, adjusting, or oiling

Assignment Sheet #4

A.



MR. THEODORE BEST
1314 WEST FIFTEENTH STREET
RUNNINGWATER, OK 74074

PERSONAL

MR. REX LEAST
1516 EAST SIXTH STREET
STALEWATER, OK 73044

ANSWERS TO ASSIGNMENT SHEETS

B.

DR. BILL REDDING
2602 NORTH PARK DRIVE
RAPID CITY, OK 75035

AIRMAIL

DR. FERN GREEN
1423 BOULDER AVENUE
DEPARTMENT #96
WATERFALL, NB 30557

Assignment Sheet #5

MEMO

Date: (Current)
To: Mr. Bob Jones
From: (Your name)
Subject: New Part-time Employee

I have hired Susan Fox to assist you in reorganizing our filing system. Miss Fox is a graduate student over at the college and has planned her schedule so that she can be in the office from 1:00 to 4:00 each afternoon. I am placing Miss Fox under your direct supervision for the duration of her employment with us. If you have any questions, please come by and see me.

(NOTE: Although the content of the memorandum does not have to follow this answer exactly, the form should be the same.)

WRITING LETTERS AND REPORTS
UNIT VI

TEST

NAME ______________________________ SCORE ______________

1. Match terms on the right to the correct definitions. Place the appropriate numbers in the blanks provided.

______a. All the material between the salutation and the complimentary close; the message

______b. Month, day of the month, and year

______c. Written exchange of ideas between individuals, departments, or branches of one organization

______d. "Good-bye" of the letter

______e. Name, address, and company of the person to whom the letter is written

______f. Typed name and title of the person who signs the letter

______g. Firm's name, address, telephone number, and/or symbol to identify the nature of the firm's business; usually appears at top of stationary

______h. Used to identify the typist and the one who signs the letter

______i. Process of presenting business information and data in report form

______j. Magazine produced by a company to build morale among the employees

______k. Publications printed by various nonprofit organizations to disseminate information about the industry

1. Inside address
2. Formal report
3. Signer's identification line
4. Letterhead
5. Body
6. Salutation
7. Memorandum (memo)
8. Complimentary
9. Date line
10. Reference notation
11. Trade association journals
12. House magazine

TEST

2. List the eight basic parts of a business letter.

a. ______________________________ e. ______________________________

b. ______________________________ f. ______________________________

c. ______________________________ g. ______________________________

d. ______________________________ h. ______________________________

3. State the amount of space on a page devoted to the letterhead.

____

____

4. Select from the list below true statements about the date line by placing an "X" in the appropriate blanks.

_____a. Should not include such abbreviations as -st, -nd, -d, -rd, or -th after the day of the month, i.e. 1st, 2nd, 3rd

_____b. Should be typed two lines below the salutation

_____c. Should not be written in figures alone

_____d. Should always be blocked at the left margin

_____e. Should be typed two lines below the printed letterhead

5. Select from the list below true statements about the inside address by placing an "X" in front of the true statements.

_____a. May be omitted

_____b. Should be typed or written with at least three blank lines between the date line and the first line of the inside address

_____c. *Must* include the ZIP code on the last line of the address, following the city and state

_____d. Includes the name and address of the person writing the letter

_____e. Should always be typed or written in at least three lines but may be in four or more lines

_____f. May include the two-letter abbreviation of the state as authorized by the U.S. Postal Service

TEST

_____g. Should not contain the abbreviation of names of streets, cities, or counties

_____h. Should always be typed at the right margin

6. Select from the list below true statements about the salutation by placing an "X" in the appropriate blanks.

_____a. Is preceded and followed by one blank line

_____b. Is always blocked at the right margin

_____c. Is always blocked at the left margin

_____d. Is indented five spaces from the left margin

7. Select from the list below true statements about the body of the letter by placing an "X" in the appropriate blanks.

_____a. Should be courteous

_____b. Leave one blank line between paragraphs

_____c. Is always confined to a depth of two inches

_____d. Should be typed two spaces below the letterhead

_____e. Must have accurate information presented in proper form

_____f. Should have a positive tone

_____g. Keep message brief

_____h. Should never use transition words when writing the message of the letter

_____i. May indent paragraphs five spaces

_____j. Say what is meant simply and directly

_____k. Include all information that the receiver needs

_____l. Concentrate on the reader's interest and viewpoint

8. Select from the list below true statements about organizing thoughts and information through a topical outline.

_____a. Decide on your purpose for writing and the receiver's purpose for reading

_____b. Decide how to unify the data into a coherent message

TEST

______c. Decide what data to state

______d. Do not follow a prepared order in stating the data

9. Match the common errors to avoid when writing sentences on the right to correct descriptions of each. Place the appropriate numbers in the blanks provided.

______a. *Excessive* use of conjunctions, especially *ands* and *buts*

______b. Words left out that are required to make the message clear

______c. Placing a comma between statements of two complete ideas

______d. Incomplete statement

1. Word omission
2. Sentence fragment
3. Comma splice
4. Loose connections

10. Distinguish between good and poor business statements. Place a "G" in front of each good business statement and a "P" in front of each poor business statement.

______a. This is to acknowledge receipt of your letter

______b. Please advise us of the action you intend to take

______c. Thank you for your check for $81.20

______d. I received your order of February 8, which I duly acknowledge

______e. Enclosed (or attached) is a duplicate bid

______f. As you instructed, we are crediting your account

______g. Thank you for writing me about

______h. I have your letter of October 9

______i. We are in receipt of your check for $81.20

______j. I have received your letter and thank you for the same

11. Match the ways to achieve paragraph and message unity on the right to the correct descriptions of each. Place the correct numbers in the blanks provided.

______a. Words, phrases, and clauses that purposely limit the interpretation of other sentence elements

______b. Words, phrases, sentences, even whole paragraphs that carry the reader from one idea to the next

______c. Coordinating elements of same grammatical structure: used when ideas are similar in character and importance

1. Modifiers
2. Parallelism
3. Transitions

TEST

12. Select from the list below true statements about the complimentary close by placing an "X" in front of the true statements.

______a. Does not need to correspond to the formality or informality of the salutation

______b. Should have only the first word capitalized

______c. Should be typed or written with one blank line between the last line of the body and the closing

______d. Should correspond to the formality or informality of the salutation

13. Match complimentary closes on the right to the degrees of formality by placing the appropriate numbers in the blanks provided.

______a. Respectfully yours, yours respectfully, very respectfully yours, yours very respectfully

______b. Yours very truly, very truly yours

______c. Sincerely yours, yours sincerely, yours very sincerely, very sincerely yours

______d. Cordially yours, yours cordially, yours very cordially, very cordially yours

1. Somewhat less formal
2. To show great respect
3. Formal
4. More personal and friendly

14. Name the options used in writing the signer's identification line.

a. ____

b. ____

c. ____

d. ____

15. Select from the list below true statements about the reference notation. Place an "X" in the appropriate blanks.

______a. Is not necessary to repeat signer's initials in the reference line if his/her name is typed in the identification line

______b. Is typed one blank line below the signer's identification line

______c. Includes such special reference notations as "confidential" or "personal"

______d. Is blocked at the left margin

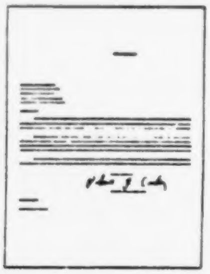
TEST

16. Write the two forms for a second page heading.

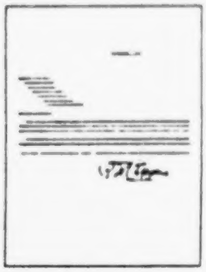
a.

b.

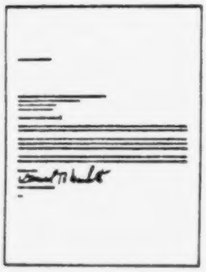
17. Identify the four basic letter styles.



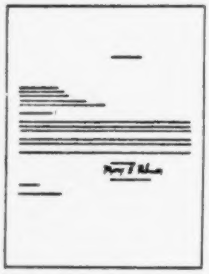
a. ______________________



b. ______________________



c. ______________________



d. ______________________

18. Select from the list below true statements about envelopes by placing an "X" in the appropriate blanks.

______a. Should always include the sender's address in the upper left corner of the envelope

______b. Should not contain symbols or abbreviations unless they are required in specific instances

TEST

______c. Should be addressed in double spacing regardless of the number of lines required

______d. Is not necessary for the inside address of the letter and the envelope address to be the same

______e. Placement of the ZIP Code in the envelope address is optional

______f. Should display special references of a personal, confidential, or routine nature, a triple space below the return address, and three spaces from the left edge of the envelope

______g. Should display special service notations below the stamp and at least three line spaces above the address

19. Select from the list below basic characteristics of a memorandum by placing an "X" in the appropriate blanks.

______a. Should only be initialed when the message is intended for individuals

______b. Should include a signature when sent to a group

______c. Should follow a three-part development

______d. Should use a two-part heading consisting of To and From

20. Match the three parts of a formal report on the right to the correct descriptions.

______a. Those items that establish a clear understanding of the message

______b. Supplies specific details of the study's introduction, discussion, conclusions, and recommendations

______c. Those materials that identify the origins of pertinent information and provide exhibits which are too cumbersome for inclusion elsewhere in the report

1. Supplements
2. Preliminaries
3. Body

21. Select from the list below true statements about a formal report by placing an "X" in th
appropriate blanks.

______a. Synopsis is a summary of the purpose and results of the study; should
diately precede the body of the report

______b. Table of contents shows the chapter or section titles, headin
ings and occupies a page by itself

TEST

_____c. Flyleaves are of no serviceable use to the report or the reader

_____d. List of tables or figures shows the visual aids that the report contains

_____e. Title page is a summary of the report

_____f. Body includes an introduction, a discussion, a conclusion, as well as some recommendations

_____g. Supplements include the bibliography, appendix, and index

(NOTE: Test items 22-26 list the assignment sheets which are considered an important part of this test. If they have not been completed, check with your instructor.)

22. Write a topic sentence outline.

23. Identify common sentence structure errors.

24. Identify the three major achievers of paragraph and message unity.

25. Prepare two envelopes for mailing.

26. Write a memorandum.

WRITING LETTERS AND REPORTS
UNIT VI

ANSWERS TO TEST

1. a. 5
   b. 9
   c. 7
   d. 8
   e. 6
   f. 1
   g. 3
   h. 4
   i. 10
   j. 2
   k. 12
   l. 11

2. a. Letterhead
   b. Date line
   c. Inside address
   d. Salutation
   e. Body
   f. Complimentary close
   g. Signer's identification line
   h. Reference notation

3. Not more than a depth of 6.25 cm (about 2 1/2") from the top of the page

4. a, c, e

5. b, c, e, f, g

6. a, c

7. a, b, e, f, g, i, j, k, l

8. a, b, c

9. a. 4
   b. 1
   c. 3
   d. 2

10. a. P
    b. P
    c. G
    d. P
    e. G
    f. G
    g. G
    h. G
    i. P
    j. P

ANSWERS TO TEST

11. a. 1
    b. 3
    c. 2

12. b, c, d

13. a. 2 c. 1
    b. 3 d. 4

14. a. Typed name of the one who signs the letter
    b. Typed name and business title of the signer
    c. Business title of the writer
    d. Department of the writer

15. a, b, d

16. a. Name Page number Date
    b. Name
    Page number
    Date

17. a. Semiblocked
    b. Indented
    c. Full-blocked
    d. Blocked

18. a, b, f, g

19. a, c

20. a. 2
    b. 3
    c. 1

21. a, b, d, f, g

22. Answered to the satisfaction of the instructor.

ANSWERS TO TEST

23. Answered to the satisfaction of the instructor.

24. Answered to the satisfaction of the instructor.

25. Answered to the satisfaction of the instructor.

26. Answered to the satisfaction of the instructor.